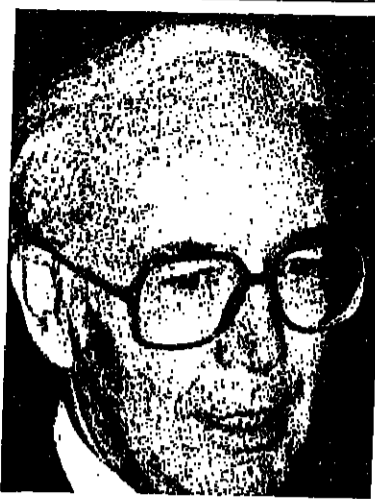


# Washington diary

"The priority has to be for economic recovery in the country", the Secretary for Education told the conference. "The Department of Education is not immune from the effort for recovery. We must get the economy back on course and then build schools responsive to needs."



Terrel Bell

Familiar words but don't switch off yet. Next day at the same conference an opposition spokesman noted for his fine, declamatory style came back with an answering sweep of rhetoric. "Perhaps the biggest danger of all is that the execution of the carefully-crafted demise of our social welfare system (including education programmes) will be carried out in the same atmosphere of haste, widespread ignorance, lack of any public discussion, and political expediency which surrounded last year's budget cuts."

Mr Terrel Bell, the United States Secretary of Education, and his attacker, Democratic Senator Thomas F. Eagleton, were both sounding off at an OECD conference on special education in Washington DC last week. And the British delegation from the Society of Education Officers and Her Majesty's Inspectorate couldn't help noticing that they seemed to have familiar script-writers. We had all crossed the Atlantic to find Sir Keith Joseph and Neil Kinnock still with us in words and spirit.

But the comparisons with the British scene should not be carried too far, although all the talk and television this past week has been of the Falklands and financial cutbacks. There have been two big educational issues in the US in recent months, as President Reagan pursues his Thatcherite policies and Bell loyally carries them out (the only question being when Bell will carry his loyalty to the ultimate extreme of abolishing his own job), and both have been near the boil this week.

On the one hand, there have been the proposals to make massive cuts of around a third in the Federal education programmes; on the other - in stark contrast to the current centralising tendencies in our own dear DES as it takes a firmer grasp on block grants, exams and curriculum - there is the constant threat that Reagan will make good his campaign promise to do away with the Department of Education altogether.

Critics believe that it is the financial cuts rather than the disappearance of the department which threaten the Federal role in education most significantly. Since the states are largely responsible for their own education under the 10th amendment to the constitution, Federal money represents only 10 per cent of the national budget. But that 10 per cent is there to provide equality of opportunity and civil rights under the 14th amendment, and out of it come the grants which provide equal access to higher education. Title One support for the disadvantaged, finance for the handicapped under public law 94-142, bilingual programmes, and Title Nine (equal opportunities for women).

The short-lived department itself was carved out of the old Department of Health, Education and Welfare by Jimmy Carter with the connivance of the biggest teachers' union, the National Education Association.

## Federal give-away

Terrel Bell is a benign, white-haired gentleman of 60 who has spent most of his career in education, either in political office with the Republicans or, during the 1960s, as an administrator (as it were, alternating between ministerial rank and chief education officer). Many believe that his heart is in the right place, and that the will-less public education debate centres on his determination not to let the department be fragmented if it is done away with, but instead turned into some sort of education assistance foundation.

Bell says that dispersing it among other departments would enlarge, rather than limit it. But he is proposing a change in the Federal role. He says: "We should not be so prescrip-

tive about telling the states how to run their schools. There is too much paperwork. We've had a classic case of Federal Government assuming responsibilities and laying down rules which ought to be done on state and local level."

The foundation status he is proposing would be a "means for giving financial assistance to schools and colleges without laying down the law and prescribing what they should do. Other departments don't use Federal muscle to ensure compliance," he adds blandly, citing educational TV, and national endowment for the arts, humanities and science.

But what sort of Federal safety-net would there then be if any state or school board failed to deliver on equal opportunities for the disadvantaged under the constitution, or indeed on the national preoccupation with standards? "Well then," says Bell "any parent in the land can take their case to court, and pursue it right up to the supreme court if need be. We don't need a Federal policeman."

## Earth scorching

Not surprisingly, with views like that, there are those who are more sceptical about his nice guy image. Terry Herndon, shrewd leader of the 1.7 million-strong NEA, expects him to resign within a few months and views with equanimity the prospect that he might be replaced by a hawkish member of the department. "He's not doing us any good anyway," he says. "Federal funding has been reduced by a third in favour of private schools, he's not enforcing civil rights laws, he's doing away with bilingual education, renegeing on Title Nine and abolishing the department. And he does it all with a smile on his face and the halo of his distinguished career."

Ernest Boyer, distinguished academic, Commissioner of Education under Carter, and now President of the Carnegie Foundation for the Advancement of Teaching, is if anything more scathing, and even more appalled at the threats to education. He says: "A separate department is a bureaucratic factor, what matters is whether the administration is professional, as Carter's was. It doesn't have to do with flow charts, but with the climate of opinion; the battle is only symbolically important."

He believes that Bell is being destroyed; and he is totally dismissive of his foundation idea. "It's playing with rods, the dangling balls on Christmas trees, it's pulling yourself off the map entirely."

But what disturbs him most deeply is the administration's lack of belief in any obligations at national level. "I have no faith they believe in a Federal role, and the commitment to public education is very weak."

He adds: "The people who hate public education in this administration won't be satisfied until they have pursued an earth-scorching policy, buried it in sand, and poured on salt. It's going to be devastating. The states are very uneven, and the financial cuts will begin to erode clear evidence of successful intervention. What is still in doubt, however, after the events of the past week

here in Washington, is just how big the education cuts will be and when they will be agreed.

## Budget deals

This column is not the time or place to explain the Byzantine complications of the American budgeting system, but it has been a good week to have a front seat at an educational conference a stone's throw from Capitol Hill and to see the lobbying process at work. (The more so since the conference was concerned with how to integrate handicapped young people into mainstream schools, and the highly effective public law 94-142 - a sort of section 10 with teeth - is threatened both by budget cuts and by redrafting of legislation.)

For five days last week the House of Representatives was debating eight major budget programmes, ostensibly for 1983 onwards. But at the last moment it was discovered that budget cuts for 1982 rejected by Congress in March were being slipped back into the 1983 package as amendments.

Word got round hours before the education package came up on Wednesday night and the telephone lines were humming as officials and parent pressure groupers from the states, as well as the Capitol Hill lobbyists all leaped to the conference

The latest figures show that children are now watching 6 hours 44 minutes of TV in the average home - that's up seven minutes on the last count - and eight hours 16 minutes of cable TV. Life, liberty and the happiness of pursuit.

phones to pressurize their senators, then turned up at the House to make sure they delivered on promises. The head counsellor wasn't all one way, of course. My interview with Secretary Bell at the department the previous day had been punctuated by long calls on the White House lines. After I had filed out with aides and tape recorders and back again a second time, he explained that big budget decisions were pending and they were counting votes. He had to say how many he could deliver.

He didn't deliver enough. Like all the other major budget programmes last week the education package was voted down by a mixture of demagogues, moderate Republicans, and conservative Republicans who believed that it still contained too much social spending and too much deficit. For the education it was temporary rejigging. The budgeting process is not complete, although commentators describe it as a shambles, and now new wheelbarrow-dealing and compromising will begin.

With November elections ahead it could be stalemate for a long time, with education spending hanging fire until decisions are made, or a deal that will sell education suddenly very short indeed.

Meanwhile, Secretary Bell continues with his pursuit of individual entitlement. For teachers, he advocates payment by results. "It shouldn't be imposed, but I would like to see good test results recognized in the pay envelope," he says.

Patricia Rowan

## Next week

- HM Inspectorate: how they work? Rosemary Clayfield on the new First School report.
- Health together: the NAHT conference.
- Extra: Children's books.
- Books: Naomi Lewis on Phillis Lambton; Bernard Crick on the history of the Royal Shakespeare Company; Heather Neil-Jones on David Rudkin.

# Personal column

## Mary Warnock Open to all

A D C Peterson's article advocating the abolition of all examinations at 16-plus (TES May 21) was balanced by Richard Lynn's, arguing for an extension of the system: two dramatically opposite views of the problem, or so it was presented. But on one crucial point the authors could be shown to be in agreement.

Peterson said that at 16, what a school-leaver needs is "a character-reference, and an assurance that he or she is literate and numerate" and that the latter could be obtained from test scores in English and Mathematics. Lynn's argument turned on the necessity for having a system which included all pupils, whatever their ability, a system, he called it, of "minimum competence tests".

I don't dare speculate whether teachers, parents, universities or employers would be happy without something like O levels and CSE. Whatever their views, it seems to me to be a matter of the utmost urgency to establish for those who are at present "non-examination material" a system which gives something to show for their years at school, and something to work for. The more insistent the hallowed cry of integration, the larger the number of these pupils in comprehensive schools will be, and the more disastrous their exclusion from the examination system.

A minimum competence test would set this right. It should have no grades, but be a simple pass or fail examination in arithmetic and comprehension, to be taken either together or separately. Ideally, there should also be a test in certain selected practical skills, though I admit that I cannot yet see how this

The test would obviously present no difficulties to the top 50 per cent or so of the ability-range, but they would have to take it nonetheless. For them, no special teaching would be needed. They would have acquired the skills on their way up the school, and the only time needed would be the morning when the test was set.

The test would obviously present no school-leaving test. Though it would be mainly taken at school, it could equally be taken by those who had left school having failed to pass; by foreigners coming into the country as grown-ups; or by intellectually disabled adults, for whom it would provide a satisfactory goal in the educational part of their work in Adult Training Centres.

Should there, then, be no other examinations until the end of school

at 18? It is not necessarily true that nothing gets taught or learned at school except what is part of the examination syllabus. If true at all, it is so only in the context of examinations. If a pupil is about to take 100 levels, even five, he is unlikely to work willingly at anything that is not relevant to these O levels. But it does not follow that if he had no levels to take he would work at nothing.

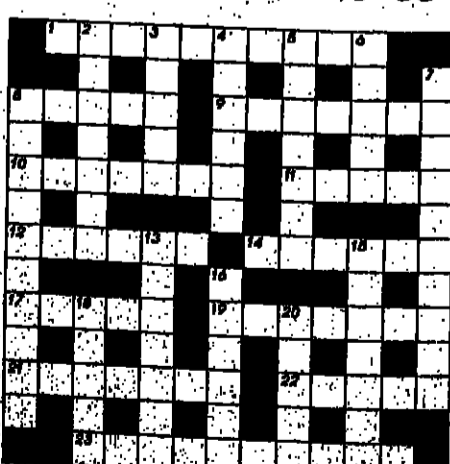
What should be further explored is the possibility of a whole range of external examinations of a vocational kind, which school-leavers or those outside school, could take like the Graded Examinations in Music, Dance, and Speech. There could be examinations in foreign languages, especially in understanding and using the language, in chess, metalwork, art, cookery or needle-work and other skills besides. The subject would be partly taught at school, but would be nothing odd in getting the teaching outside, or in doing the work on Saturday mornings or at school, just as instrumental lessons are arranged now, whether privately or the local authority.

The value of such examinations besides that they were tests of skills would lie in their being voluntary and open to all, regardless of age. There would be no disgrace in sitting your Grade 3 shorthand at the age of 50, alongside a child of 12.

Schools would have to adopt a flexible attitude to such examinations. As is now the case with music examinations, they could take place in their successes or failures in the examination syllabus to be part of the school curriculum. The schools could be devised to provide a broad and serviceable foundation curriculum. They could continue to rate on the tool-skills, equipment, and for the life of those who would be leaving school at 16.

It seems to me quite possible that in these circumstances, the minimum competence test might well do as the only examination at 16-plus. There would be plenty to occupy the minds of the active, the energetic and the intelligent, whose school curriculum could be better adapted to their needs, and who would at the same time be able to develop their abilities in various enjoyable fields. If, however, perhaps of linguists, would take the first step towards devising a pilot scheme, I believe it would be both popular, and, dare one say, soon self-financing.

## TES Crossword No 53 by Rufus



- Across
1. What's the name of the only country which has a flag with a white cross on a red background?
  2. Located in the north of England, what is the name of the city which is the capital of the county of North Yorkshire?
  3. The name of the only British island which is not part of the British Isles.
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# THE TIMES Educational Supplement

FRIDAY JULY 9 1982 NUMBER 3445



David Bundy, a 15-year-old pupil at John Chilton special school at Northolt, Middlesex, will be pioneering some nimble footwork when he takes his O level next summer. David, a spastic, is unable to use his hands and arms, and relies on his feet to operate a microprocessor which helps him in his studies.

Talks are going on between staff at his school and the University of London examiners' board about the special arrangements that will be needed when David uses a computer to take six subjects. He is likely to be given extra time to complete the examinations and offered assistance to feed data into the machine.

## This week

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# Higher redundancy pay for younger staff mooted

A move to reduce the size of the teaching force by offering improved redundancy terms to staff under 50 years of age is being discussed at top Government level.

Sir Keith Joseph, the Education Secretary, has met local authority leaders recently to explore the idea of giving them a new freedom to pay teachers more than the statutory redundancy payment for public service workers. At present the terms are so rigidly that voluntary redundancies among staff under 50 are virtually unknown in the teaching world.

And the talks took on a new significance this week with the forecast that massive sackings would be necessary if the Government's Expenditure White Paper was to be adhered to.

Informed sources expect that Sir Keith will next week offer the carrot of attractive voluntary redundancy payments in a speech at the conference of the Council of Local Education Authorities in Sheffield. The massive gap between the Government's spending plans and what is happening on the ground is revealed in a confidential report by the Expenditure Steering Group for Education Services, a body which assesses the implications of the Government's budgetary targets. If the plans were followed to the letter 29,000 teachers' jobs would have to go in the next year, including 14,000 compulsory redundancies by this September.

However there has been only a handful of compulsory redundancies so far, and only 9,000 teachers are expected to go by early retirement or natural wastage this year. So the cash problem, exacerbated by the teachers' 6 per cent pay rise, will be even more acute by September 1983, according to the ESSE.

The report reveals that unless the teachers' pay settlement next year is well under 6 per cent over 40,000 jobs, including 25,000 compulsory redundancies, would have to go by September 1983. Only then would local authorities be back in line with the spending plans for 1983-84.

## Dispute over head leads to strike threat

The Government is preparing to stem the decline in the teaching of modern languages in schools. The Government's consultative paper on modern languages is now at an advanced stage of preparation and will be issued in the autumn.

This will be a first step towards giving local education authorities guidance on how they should protect their places in the school curriculum. Government concern about the state of modern languages was heightened this week by Sir Keith Joseph, the Education Secretary, speaking at the National Congress of Languages in Education in Nottingham.

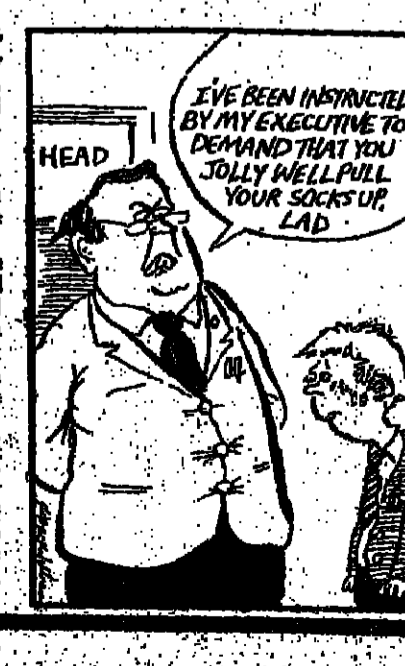
Sir Keith said that local authorities were entitled to ask for a national perspective on priorities and objectives. They needed support and advice about securing the future of minority languages, the age of introduction of the second language and the extent to which worthwhile provision could be made for lower-attaining pupils.

"I believe there is scope for a national view, because the linguistic capability of this country is a national interest. It is important for reasons of trade, diplomacy and national defence that our education system is capable of training a steady flow of people - and not only professional linguists - able to understand and use confidently a wide range of foreign languages."

The Education Secretary's comments will be seen as a swift response to a Schools Council report last week which warned that German, Spanish, Italian and Russian could virtually disappear from school timetables under the impact of falling rolls and shortage of money. The Council said that the only solution was for schools to pool their resources to keep classes going.

## Heads must roll: by the Left

Head teachers should be replaced by a "chairperson elected from a body largely composed of the school's own staff" according to an unpublished document by the Socialist Educational Association.





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Election fever seems to be building up. Last week's instalment of Labour policy has been followed by speeches by, among others, Mrs Thatcher and Sir Geoffrey Howe, giving warning that Labour's lurch to the left will be met by a further plunge to the right by the Conservatives.

None of this necessarily suggests an election this autumn, but it does mean that campaigning for October 1983 has already begun. Many people will think it fanciful to suppose that support for a task force in the South Atlantic signifies a burning popular desire for the privatization of public services, or that seeing off Galtieri is one in the eye for the welfare state. But this, in essence, is how Mrs Thatcher would like to regard it. And privatization being a subject close to Sir Keith Joseph's heart also, there is every reason to think that both student loans and education vouchers have moved up several places on the agenda.

Of the two, loans are much less controversial than vouchers, and support for them is by no means confined to right-wingers. Given the better than average income expectation of graduates and the social composition of the entry to higher education, it is easy to show student grants as a way of transferring money from the less well-off to the more well-off which is, on the face of it, unfair.

In any case, what is at issue is not loans or grants, but how to build loans into a combination which already includes grants, scholarships, subsidies, parental support, tax relief

and vacation earnings. Previous attempts have founded on technical and political difficulties - for this administration, the principal technical difficulty is the fact that loans bearing a government guarantee would bump up the Public Borrowing Requirement. But for Sir Keith - and rightly - the underlying principle is what is important and he would like to see this accepted, albeit on a modest scale.

The fear that those who now qualify for full grant would be less likely to apply for universities if they had to meet part of their maintenance costs from loans is real, but probably exaggerated over the longer-term. It is not true that in other countries the appetite for higher education is strictly controlled by the availability of full student grants.

For Sir Keith, of course, the real attraction of making students responsible for a greater fraction of the cost lies in the hope that this would make them more discriminating consumers of higher education and, therefore, make universities more sensitive to the demands of the student market place.

## Let the dog see the rabbit

Vouchers are an altogether more dubious proposition because they threaten so much more upheaval. The small print would be all important. As such American exponents as Coons and Sugarman have shown, vouchers can be weighted for (or against) the poor, the black, the disadvantaged; hedged (or not hedged) around by restrictions on selection by ability, religion or race; restricted to state schools or extended to private institutions; used to meet the whole, or only part, of the cost of education.

Sir Keith may well favour a "Boyson-type" voucher with minimum restrictions and designed to encourage as much voucher-supported competition for the maintained schools as possible. It would certainly be seen as a way of re-creating a selective education system, with the voucher as the ticket to a private grammar school for those who could meet the standards which such schools could demand.

This would certainly be one, limited, way of responding to parental wishes which would correspond to the instincts of the present Tory

leadership. Whether it would be as open a system as its supporters would lead people to expect is another matter. It would still leave the local authorities (presumably) with the residual duty to provide creamed comprehensive schools for all those who could not be accommodated at private Boyson academies.

It is argued in some quarters that the road to vouchers should be paved with education tax credits for private education - a variant on earlier, oft-rejected, notions of tax allowances for school fees on the Australian model. In many ways, this, though fiscally objectionable, would make vouchers unnecessary as a means of extending "parental choice".

The cost of such a scheme - like the cost of a fully-fledged voucher arrangement - could run to £500m to £600m, if everybody who now spends his own money in school fees had to be allowed the average costs of the maintained system. It may appeal to the party faithful as a non-committal paragraph in an election manifesto but it hardly sounds like a top priority.

Which, of course, leaves the much-maligned Assisted Places scheme with the field to itself. Sir Keith could well decide that in present circumstances vouchers are too difficult, as well as too expensive. But the Assisted Places scheme could be expanded as much, or as little, as Sir Keith can afford, and while this would cause weeping and gnashing of teeth in the maintained sector, it would certainly provide a few more faltering steps in the direction of privatization.

would have to be a loss of some 29,000 teachers' jobs, to keep within the projected spending figure, and only 15,000 of them could be eliminated as a result of early retirement. On this basis there would have to be 14,000 compulsory redundancies between October, 1981 and September 1982. As everyone knows these have not materialised and the schools are now staffed by around 20,000 more teachers than, theoretically, the spending plans can accommodate. To get back on course (even provided next year's pay settlement is inside 6 per cent) the teaching force would have to be cut back even more savagely - by more than 40,000 which would involve some 25,000 compulsory redundancies. If the 1983 pay settlement were no more than 4 per cent, the involuntary redundancies might come down to 10,000 for 1983-84.

There is in all this an element of fantasy which is not to suggest it is an unimportant exercise. There will not be redundancies on this scale. It must be likely that over the next two years, more teachers will be forced out of the profession, and that some of these will technically qualify as having been made redundant, but not on the scale suggested by these purely illustrative figures, because the Public Expenditure White Paper is not the law of the Medes and Persians and the base line will have to be adjusted in the light of the facts as they are. The government may prefer to do its forward planning in cash terms rather than "real" or volume terms, but it is the level of service which the cash can buy which matters, and there is nothing sacred about any single set of estimates. It is neither practical nor tolerable to reduce the level and quality of provision as sharply and severely as the Government's plans would require. This is a political as well as an educational fact and the Government will swallow it with the best grace it can.

This is not to say, however, that spending will simply be allowed to float upward on the tide of local opinion. The headline tourniquet is beginning to affect the educational blood stream almost everywhere. Even authorities most resolutely opposed to the Government's cuts have begun to trim their plans in the face of the mounting penalties which defiance brings with it. The danger now is that the success with which teacher employment has been safeguarded may now have to be paid for by even harsher cuts elsewhere in the budget - even less for books and materials and so on.

If this ESQ(E) paper is read in conjunction with the HMI's recent report it is obvious that the crude figures in the Public Expenditure White Paper are no longer compatible with the statutory requirements of sufficient and effi-

cient education. No doubt this is what the officials who prepared it are trying to bring home. Something will have to give.

## Community answers

It is hard to be sure at this stage whether Coventry's brave new plan (page 9) to turn all its comprehensives into community colleges, providing both education and training, will produce the school of the future or an uneasy mess.

On paper, it looks like an alternative to tertiary without tears. At one stroke, Coventry is dealing with the problem of falling rolls and the unmet needs of the 16-19 age groups without the traumas of closure and amalgamation which have stymied the well-thought out plans of other authorities to introduce a break of 16. There has been no defensive outcry so far from parent groups or teachers threatened with the loss of their school; nor does the authority have to wait on the uncertain word of Sir Keith Joseph, since to turn a comprehensive into a community college will not require a Section 12 notice.

There are, however, a number of very loose ends still to be woven into the grand design. The argument against allowing schools to take on vocational courses and training has usually cited the differences between school and FE regulations, the cost of providing schools with the necessary resources and equipment, and the problem of bringing into schools staff qualified as technical instructors but not as teachers.

So far Coventry seems to be blandly disregarding the issue of the FE regulations; perhaps rightly, since they are normally brandished as a defensive weapon rather than for the letter of their law. In the long run, it must be right to get teachers and lecturers working in the new community colleges on to the same pay scale and working arrangements; meanwhile, it is not surprising that both sets of staff are nervous.

But the local critic who foresees duplication of resources to produce brickies in every school is not totally answered by smooth promises of "modular patterns" and "particular strengths", which begin to sound like link courses under another name. Nor is it yet clear how, or how many, FE teachers will be fitted into schools.

Until that is sorted out, they can be expected to resent limiting the FE colleges to adult education, training and retraining for the over-16s. It is one thing to accept the concept



Sidney Stringer - community college answer

of continuing education throughout life, as the Working Party proudly does; quite another to put your own career in hazard while you wait for it to materialize, and be paid for.

As to the school students themselves, they will have the advantages of education and training in a single institution, as they would in a tertiary, but without the break at 16. As the working party points out, that allows combination courses to be developed across the 14 to 18 age group, which many believe to be preferable. However, moving NTI trainees on allowances into the same institutions as students on academic courses, who get none, will not only shift that anomaly from FE colleges to school but make it more evident.

Nevertheless, if Coventry can fight its way through this forest of minor difficulties, and relatively little expense and aggro, it could be pointing the way ahead again. Others have toyed wistfully with the idea of saving a declining school by turning it into a community college, but never on an authority-wide scale or with the magic ingredient of training (and the MSC). Will this be another triumph for local initiative and ingenuity?

## No Comment

Campbourne Infant School: Required to re-open in September 1982, a part-time (0.5) teacher whose role will be coordinating language and literacy work throughout the school, running the resource room, library and mother and toddler group, doing group work, making materials and supporting other members of staff. Salary Scale 1.

From 4. Haringey I.e.a. notice about part-time teaching vacancies.

## ILEA and unions start talks on new conditions of service

by Richard Garner

The Inner London Education Authority and teachers' leaders begin talks today on a new conditions of service contract for the capital's 21,000 teachers.

This is the first meeting between the two sides since it was revealed in The TES in April that the ILEA was preparing to go it alone and draw up a contract with its teachers after the breakdown of national talks on conditions of service.

Mr Bill Stubbs, Education Officer-designate of ILEA, is ruling out paying teachers to supervise children during the midday lunch break as a result of the talks.

But he would like an agreement

on time off for teachers to go on in-service training courses - something which the Inner London Teachers' Association of the National Union of Teachers would also like to see.

Today's talks will involve representatives of all the major teachers organizations: the ILTA, the National Association of Schoolmasters/Union of Women Teachers, the Assistant Masters and Mistresses Association, the London Head Teachers' Association and the Secondary Heads' Association.

An observer from the Association of Metropolitan Authorities will also be present, reflecting the keen in-

terest other authorities are showing in the talks. They are worried that any agreement reached between ILEA and its teachers may lead to pressure from their own teachers for a similar deal.

ILEA has prepared a list of suggestions for improving teachers' conditions of service and this includes: guaranteed one-term sabbaticals every seven years, 12 months after 21 years; no compulsory redundancy; maximum class sizes of 25; guaranteed one-fifth marking time in all schools; full pay during maternity leave; five days' paternity leave; the right to retire at 55; and the phasing out of fixed term contracts.

## Local authorities more likely to fall under HMI spotlight

by Biddy Passmore

Her Majesty's Inspectors are likely to spend more time on reports on individual authorities in the future, according to proposals circulating within the DES.

But the annual survey of the effects of spending cuts, which covers all 96 English education authorities, is likely to stay because the information it provides is used in the department's public spending exercise. It has still not been decided whether the survey should identify authorities by name.

This and other decisions will be announced by Sir Keith Joseph, the Education Secretary, in the autumn when he outlines his plans for the Inspectorate's future. This will be the long-awaited result of the scrutiny of HMI's activities, carried out as part of the efficiency exercise under Sir

Derek Rayner.

The Inspectors have already started to produce reports on individual authorities. The first, on the Inner London Education Authority, was drawn up to coincide with the Government's review of the authority's future. The second, on Toxteth, was part of the post-mortem on last year's riots. A third, on Dudley - consistently among the lowest spenders - has been delayed, and awaits publication.

The new plan is to produce a regular series of similar reports - perhaps two to four a year - as part of HMI's annual programme of inspections. It was emphasized this week that they would not look only at authorities causing most concern, but could prove just as useful in the case of good and average authorities.

## Row over Oxford admissions procedure flares up again

The controversy over the fairness of Oxford University's admissions procedure flared up again this week with the publication of figures by students which they claim show that some colleges discriminated against state school pupils.

Oxford University Students Union has compiled its own statistics of the proportion of pupils from maintained and independent schools who applied and were admitted to the university's 28 colleges last autumn.

They show that 15 of the colleges admitted more than half their students from independent schools and only five - Hertford, Jesus, St Anne's, St Catherine's and Somerville - took less than 40 per cent from the private sector. The University average was 47 per cent.

But they stress above all the differing success rate of candidates from the two types of school. At Keble and St John's Colleges, they say, public school candidates stand twice as much chance as state pupils of getting a place, and they stand a 15 per cent

better chance at six other colleges: St Anne's, Brasenose, Jesus, Merton, Queen's and University.

But Oxford admissions tutors pointed out this week that the figures were two years old and took no account of the "grouping" of colleges in the admissions procedure. Moreover, many colleges simply do not get many state school applicants but are making great efforts to get more.

In fact, one message for maintained schools is that colleges with a traditionally low state school entry may be a better bet for their pupils than colleges like Hertford, which pioneered a scheme to encourage applications from comprehensive pupils.

At Hertford, where 79 per cent of those admitted came from state schools, only one in five applicants was successful. At Christ Church, with only 32.5 per cent entry from state schools, nearly one in two succeeded.

## Uganda back by September

Uganda, the educational cruise ship will be back in service in September ready to meet all its autumn commitments.

The ship was requisitioned by the Ministry of Defence by a hospital ship during the Falklands Islands conflict and is still in the South Atlantic. However, the Royal Navy has decided to send the ship, which will be back in service with them in September after a major refit at a British dockyard. The ship was used to transport the Falklands Islands led to 10 educationists for a total of 8,000 children back to school.

## Counties take on the VAT men

by Diane Spencer

Two local authorities are poised to do battle with the VAT men over charging tax on adult education fees.

Perryshire decided this week to seek legal advice as it does not agree with the local Customs and Excise officer's interpretation of the law. It also intends to lobby MPs and write to the Department of Education and Science.

By the end of July, Essex will have decided on its response to the local VAT office which notified the authority three months ago that it was preparing to levy taxes. A reply will be agreed at a meeting of the coordinating and finance committees. If the reply could be dig its heels in, the next step could be a summons from the Customs and Excise.

from the Customs and Excise to appear before a tribunal.

The Association of County Councils is also negotiating with the Customs and Excise Board about what is "education". With the Association of Metropolitan Authorities, it hopes to get the law clarified and some national guidelines agreed.

Mr Stephen McVair, principal officer for adult education in Essex, said the authority was unhappy with the interpretation of the 1972 Finance Act. "I don't believe that Parliament intended that adult education be taxed," he said.

Numbers had already fallen as Essex's fees were among the highest

## Lecturer sacked over alleged exams leak

by Sarah Bayliss

A college lecturer who allegedly leaked final year examination papers to one or more of his students is to be sacked.

Governors at the Blackburn College of Technology and Design held a disciplinary hearing on the case this week and concluded that the lecturer, who has not been named, must be dismissed. Their decision is subject to approval by Lancashire's education committee.

Eleven third year students who were studying for a qualification in textiles have been told they must re-sit in September the examination which was leaked.

Their course was for the Association of the Textiles Institute, which in the industry has the equivalent of degree status. The examination concerned was one of three written papers, the results of which largely determine the grade of the final qualification.

Mr Robert Stansfield, education officer at the Textiles Institute in Manchester, which sets the examinations, said this week that the students took the examination in May. On the same day, the college discovered the paper had been leaked and informed the institute.

There was no comment available from the college principal.

The envelope containing papers had been opened and resealed. "Somehow or other the confidential exam paper was leaked by the culprit to one or more students," Mr Stansfield said.

The scripts from the examination had subsequently been declared invalid by the Institute's examinations board, and after discussions with students the college principal, Mr John Ballard, had set a date in September for the re-sit. A new paper has been written by the examinations board.

The Institute's examinations board expects to receive a report of the principal's inquiry into the matter and the governor's decision to discuss before its next meeting.

A Lancashire education authority spokesman confirmed that the governor had recommended dismissal. "They considered that such an activity was incompatible with the position of responsibility held by the member of staff concerned." A disciplinary sub-committee of Lancashire's education committee would be meeting soon to receive the recommendation.

There was no comment available from the college principal.

## Champion of public schools hits back

The leader of the public schools' battle for survival this week attacked the Labour Party's proposals to end private education, calling them "illegal, impractical and impossible to enforce".

Mr Frank Fisher, former headmaster of Wellington College and chairman of the Independent Schools' Action Committee, was speaking after the contents of legal advice to the public schools on Labour's plan had been leaked to the press. The advice had been attacked by Mr Neil Kinnock, Labour's education spokesman.

"The Independent Schools' Action Committee is certainly taking the threat seriously," Mr Fisher said. "It would appear from the evidence we have that Mr Kinnock would have been wise to give his proposals an equally thorough examination before releasing them."

Apart from breaking UN and European agreements on human rights, Mr Fisher said Labour's proposal to change VAT on private school fees would breach an EEC directive and lay a Labour Government open to challenge in the European courts.

On the charitable status of public schools, which Labour plans to remove, Mr Fisher said: "It will almost certainly be impractical to unravel the highly complicated charity laws, and to remove education as a charitable purpose would have widespread consequences."

He also poured scorn on the final stage of Labour's ten-year abolition programme - the outlawing of fees for private education.

## Unity over objection to job changes

Teacher unions, employers and training institutions united this week over Government proposals to tighten the link between teachers' qualifications and their jobs in schools.

In a private meeting all three groups criticized the Department of Education for its short, vaguely-worded, consultative paper on the issue which "could spell profound changes for teaching."

The proposal that teaching qualifications should be linked to specific curriculum subjects and pupil age groups was being pushed through consultation by the DES with indecent haste, they said.

The representatives were from universities, colleges, local authority associations and teacher unions on the Advisory Committee on the Supply and Education of Teacher (ACSET). They flatly rejected a general welcome which had been drafted as a response by the ACSET secretariat.

The secretariat, which is employed by the DES, were asked to redraft on the spot a more terse reply, which includes frank opposition to parts of the DES proposal.

One representative said later: "While everybody would agree we need the best possible match between qualifications and the tasks which people perform in schools, this is certainly not the way to go about such a fundamental change."

ACSET's new response to the DES is understood to be openly critical of the Department's recommendations for action.

It criticizes a seemingly contradictory paragraph which says teachers would not be "formally restricted" by their qualifications for employment purposes but that local authorities would be expected to ensure that normally teachers would concentrate mainly on the subjects and age groups mentioned in their QT (Qualified Teacher) status letters, and that regulations "might have added a requirement that the staff of teachers employed at a school shall have qualifications appropriate to the ages of the pupils and the curriculum offered."

Another paragraph which particularly offends the local authorities and which ACSET opposes says: "Authorities or governors might be required to define the qualifications required for individual teaching vacancies and only appoint teachers with those qualifications."

All consultations must be completed by July 31, and sources believe a follow-up paper could be published by the DES before September.

# Platform

Denis Doyle assesses the impact of the new generation of alternative schools which is revitalizing secondary education in some of the most troubled inner city areas of America.

## The attraction of magnet schools



The hit television series, *Fame*, is set in one of the magnet schools which have turned educational thinking upside down with their innovative approach to inner city schooling.

Among American secondary school educators, the "buzz" word of the season is "magnet" schools. An old idea in the United Kingdom and on the Continent, magnet schools are schools with specialized curricula that appeal to a specialized student body. They include fast-paced academic schools, schools of the performing arts, and science schools.

In the States this idea is revolutionary. For the past century, American students have attended schools on the basis of neighbourhood or residence. Indeed, in American education, geography was destiny.

Because of America's "passion for equality", the nation's major post-war education reform had been the creation of a national commitment to comprehensive high schools, designed to make all neighbourhood schools the same. Sparked by Harvard President James Conant's 1959 book, *The American High School Today*, the movement to comprehensive high schools swept the country by the late 1960s. Because there were only a very few publicly-provided grammar schools in America, the movement to comprehensive moved swiftly and met little resistance.

The liturgy of reformers who supported comprehensive nicely fitted America's tradition of the quick fix; no problem defies a mechanical solution. And the effects were entirely predictable if not anticipated: neighbourhood assignment to a comprehensive high school led inexorably to institutions that inclined towards the mean. Two groups were left out, slower students (too often from deprived homes) and brighter students.

Two equally predictable reactions followed. Because students in public schools were assigned by neighbourhood, parents with their wits about them and the necessary resources moved to neighbourhoods that housed people like themselves.

It should have come as no surprise that a comprehensive school peopled by prosperous, aspiring children is in many respects similar to a grammar school. Similarly, schools which served the poor exclusively were in turn "poor" schools. Neighbourhood

assignment practices then, further reinforced racial and social class isolation. And schools reflect the social class they serve.

Just as many parents voted with their feet, moving to "desirable" schools, a small but significant number began to vote with their pocket-books. By the mid 1970s, the number of fee charging non-government schools began to grow. In fact, the US Government's education statistics agency now predicts a steady 2 per cent a year increase in private schools just as government schools are experiencing an unprecedented decline in enrolment.

This pattern became particularly noticeable in America's central cities, where race compounds all the other problems that confront the schools.

Because of historic accident and public policies with unanticipated consequences then, government schools had painted themselves into a corner. The new comprehensives could only enrol children from the neighbourhood attendance zone, but affluent and ambitious parents could change neighbourhoods or pay for schooling in the private market.

Enter magnet schools. What do they offer? In part what their suburban and private counterparts offer: high quality and homogeneous student bodies. But magnet schools do more than group students by social class; their uniqueness lies in their ability to attract diverse social classes with shared educational values. First, magnet schools are non-neighbourhood schools, open enrolment institutions, drawing students from wide geographic areas. Second, they develop their own pedagogical and philosophical personalities. As Rutter and his colleagues observed in *15,000 Hours*, certain schools have a positive ethos and a positive ethos makes a difference in terms of student performance.

The related recognition by American educators that schools make a difference and that different schools are best served by different students is itself extraordinary. As incredible as it may sound, for years American educators had believed that there was "one

best system" for education; indeed, early studies of school effects by James Coleman and Christopher Jencks had led many to believe that the school a child attends is a matter of indifference.

But make a difference they do. Good schools attract interested students and teachers. In fact, preliminary evidence indicates that magnet schools are working. They are popular and growing in importance. They demonstrate that "good" schools will hold parents in the central city; that social class considerations transcend race; and that shared educational values may transcend social class.

The last point is the most important for Americans tend to think of themselves as a classless society. (In America, everyone is "middle class"; the terms lower class and upper class have literally disappeared from the American vocabulary.) Magnet schools provide proof that American care about who they go to school with - the behaviour and aspirations of their fellows - not their social class or colour. While to some extent social class and shared values overlap, in a nation beset with problems of race, awareness of class differences as a crucial variable actually represents forward progress. And in America, at least, social class can change, while race is indelible.

Evidence about the effects of magnet schools is still fragmentary and anecdotal. Researchers, like early observers of the American scene, Alexis de Tocqueville and Lord Bryce, find it necessary to look beneath the surface and examine institutions, people and practices. Even though educators and parents are encouraged and excited by magnet schools, the trend is still novel. But today's observers of the passing scene have a new means to validate the process of change. Contemporary culture thrusts itself upon us in the flickering images of the telly, revealing all. What is the hit show of this TV season? *Fame*, the saga of an integrated, inner city magnet school.

Denis P. Doyle is director of Education Policy Studies at the American Enterprise Institute, Washington DC.

## A Harlem experiment that may turn out to be a globetrotter

As with so many educational innovations in the US, the idea of magnet schools was pioneered in New York City. Here, in an edited version of an article first printed in the *US Journal, Social Policy*, Rita Proshansky describes how magnet, or alternative, schools work in East Harlem.

In 1970 there were fewer than 10 public alternative schools in the United States. By 1975 there were 500, and the number has continued to grow.

To take just one dramatic example, in Community School District 4 in East Harlem, the alternative school network began in 1974 with the creation of two small schools. By 1981 the number of alternative schools had increased to 19, varying in size from a one-classroom school to schools with over 200 students.

These schools encompass a range of grades from kindergarten to sixth grade. They each have a philosophical position or curriculum focus (eg. arts, environmental studies, open classroom) that gives the school its own unique identity - one of the reasons that parents and students offer such strong support and are consistently loyal to its purposes and practices.

The single-theme idea draws a heterogeneous body of teachers and students to the school with a distinct sense of mutual purpose and commitment.

Also, the teachers have an opportunity to develop their own ideas and interests. In fact, a number of schools were begun as the result of an idea developed by teachers who had a dream of a particular kind of school organized around a theme or curriculum that held a strong interest for them.

The Harbor School of the Performing Arts, intentionally small, reorders the school day to accommodate academic subjects and the performing arts component. Youngsters arrive at school 40 minutes earlier than the children in the regular junior high school.

The Academy of Environmental Sciences, a joint venture with the predominantly white, upper middle-class district next door, has developed an integrated curriculum using the urban environment as the core. Started as a racial integration pilot

programme, it is now attracting white junior high school youngsters who travel long distances from the far side of New York.

The Maritime School, the Science School, the East Harlem Middle School - with its focus on writing - and the Sport School, which uses sports as a curriculum base, are other examples of alternative-concept schools.

Alternative schools are typically small. While they are physically a part of a larger plant, they are generally organizationally independent and set apart from the main school in a separate wing or floor. The smaller facility enables all the students and faculty to know one another well. Frequent projects, trips, and artistic presentations allow the staff and students to relate to one another on varying levels and over long periods of time. Students seldom leave an

alternative school, and in those cases where a change is indicated they almost always transfer to another alternative school that will fit the child's needs more closely.

The school director often teaches classes, so that the role is closer to that of head teacher than traditional principal, even though the director is responsible for school policy.

The cost of innovative programmes is often greater than that of regular ones because of the use of unusual materials or specialized personnel needed to implement them. But alternative schools are not more expensive than regular schools because they are funded in the annual budget and do not require so many senior staff. After initial start-up costs, alternative schools usually cost less to run.

The teacher burn-out syndrome has been much in the forefront of

educational concern, so it is worth noting that in the District 4 alternative schools teachers do more than typical teachers and seem to last longer. They find themselves involved in trips, shows, camping, expeditions, and other activities that directly impinge upon their private lives.

The essential difference lies in the sense of ownership that the teachers feel, rooted in their own efforts in creating and maintaining a unique programme; that, in order to maintain dynamic, must keep changing and growing.

While alternative schools may have some of the same problems as traditional schools, the solutions are generally different. Many problems are avoided because the schools are small. Heads are quickly aware of any conflicts that arise with teachers or students and can deal with them before they escalate.

The beneficiaries of all these innovations are, of course, the children. The sense of the alternative school setting plays an important role in sustaining the personal growth and raising the self-expectations of the students.

Rita Proshansky is curriculum development and teacher advancement officer for the Alternative Centres of Education, District 4, New York City Board of Education.

## Primary and Pre-school

Primaries face greatest threat

# Liverpool schools face closure in reorganization

by Julia Hagedorn

More than 80 schools in Liverpool are threatened with closure or amalgamation under reorganization plans being discussed in a consultative document in Liverpool. At present most of the vulnerable schools are primary schools.

The document, *Guidelines for Schools Rationalization*, landed on head teachers' desks earlier this week in what looks like a hurried attempt by the education authority to outline plans for reorganization before Sir Keith Joseph's visit to Liverpool next Tuesday.

The document, sent to all Liverpool heads, governors, colleges of further education and teachers' associations, and passed earlier this month by the chairman of the education committee and a special sub-committee, lays down the guidelines for the optimum school size.

They are: junior and infant to be two forms entry with 240 junior or 180 infant (200 and 150 respectively in social priority areas); junior mixed and infant to be one form entry or 210 children (175 in SPA); mixed comprehensives to be six form entry or 900 pupils; single sex comprehensives to be four form entry or 600 pupils; mixed ability sixth forms to have 100 students.

These recommendations are almost exactly the same as those outlined by Sir Keith in a letter he wrote recently to Sir Trevor Jones, the Liberal leader in Liverpool, warning the city council of the inevitable

decline in its education service unless it embarked on a programme of school closures.

The guidelines say that this rationalization is necessary to avoid the "bleeding" of certain schools in areas where it is of paramount community importance to have a local school.

Mr Kenneth Antcliffe, Liverpool's director of education, refused to comment on the implications for those schools with fewer pupils on roll on the grounds that it would be dangerous to give facts and figures that could be misleading or pre-empt the outcome of discussions.

However, according to January 1982 statistics for Liverpool, 17 junior schools, 41 infant schools, 22 junior mixed and infant schools and six comprehensives have less than the required number of children on roll. The figure for secondary schools is confused because of amalgamations already taking place.

A particularly depressing picture for primary education emerges from the handbook for 1982-1983 given to parents which shows pupil rolls at September 1982. There are about 42 out of 56 junior schools with less than 240 children, 44 out of 60 infant schools with less than 180, and nine out of 15 junior mixed and infant schools with less than 210.

Many smaller infant schools under threat have parent support groups, and it is not clear if these are also threatened.



## Royal patron of the arts . . .

The Queen watches Allister Neale and Roderick Brunton demonstrate finger painting during her visit to George Watson's School, Edinburgh, on Tuesday to mark the fiftieth anniversary of the present school building. She is pictured with Mr Alex Peden, head teacher of the Junior school.

## Parents resist county plan

Parents on the north Norfolk coast are opposing the county's plan to complete its reorganization into first and middle schools in that area.

Middle school reorganization in the Hunstanton area, first accepted as county policy in the early 1970s, is only just being discussed in any detail. The plan involves merging some villages all-through primaries into first schools, and then sending children between eight and twelve to the existing middle school at Hunstanton - about 10 miles away from some villages.

The parents' claim that, even

where village schools are to be retained, they would not necessarily be viable (the county policy is to consider closure of any school that drops below 30). They also want to save the schools due for closure (one, Brancaster Deepdale, at present has 39 on roll, another, Thornham, has 20).

At a recent meeting, campaigners against the plan received a favourable response from both Squadron Leader Harold Oliver, chairman of the county council and a local councillor, and from the local Social Democrat MP, Mr Christopher Brocklebank Fowler.

## Rivalry may hit merger

A county scheme to keep a village primary school in Oxfordshire open for infant children may founder because of rivalry between two villages.

Oxfordshire wanted to merge the schools at Upper and Lower Heyford, but keep the Upper Heyford building open as an infant annex. The two villages are about a mile apart. The scheme would have left 26 infants in the annex, and a total of 33 children in the all-through school.

But parents have resisted the scheme, due to start in September, and some have voted against it by sending their children to Fritwell, some four miles away. A local resident said that one trouble with the county's ingenious plan was that the two Heyfords had always detested each other.

But the result of the parents' choice may well be that the building at Upper Heyford will soon have to be closed altogether.

## 3% increase

Somerset is to increase its spending on primary schools by 3 per cent.

The move comes soon after the county was criticized in the HMI report for the severity of its spending cuts, but the new plans were actually drawn up before the inspectors produced their report.

Under the new plan, spending on all schools in the county will be increased by £587,000 next year with most of the money going on the primary sector.

Of 45 new teachers 30 will be in infant schools, and £20,000 will be spent on in-service training. There will also be a 10 per cent increase in spending on books and materials.

## Fixed-term agreement sought

by Richard Garner

Teachers' leaders have called for a national agreement with local education authorities to stamp out any abuse of fixed-term contracts for their members.

The teachers' unions claim that some local education authorities are using such contracts as a means of cutting teachers' jobs and avoiding redundancy payments or claims of unfair dismissal.

They have submitted a paper to local education authorities which says such contracts should be used only for:

- appointments pending permanent appointments;
- instructors appointed pending appointment of qualified teachers.

Representatives of the local education authorities said they could not agree to a national agreement when the issue was raised at a meeting of the Council of Local Education Authorities' schoolteachers' committee, which discusses teachers' conditions of service, last Thursday.

However, they undertook to write to the 104 local education authorities in England and Wales reminding them that they were liable to unfair dismissal claims or redundancy payments if contracts were for more than a term's length, and did not include a waiver clause excluding such payment.

Meanwhile, the Labour-led Association of Metropolitan Authorities is appealing to the Tory-controlled Association of County Councils for a joint effort to make the existing machinery for negotiating teachers' conditions of service more effective.

Mrs Nicky Harrison, chairman of the AMA's education committee, said: "There are many important issues in the field of teachers' conditions that must be resolved, and the sooner the better. We will appeal again to the Government to repeal the Remuneration of Teachers Act (which establishes the way negotiations are conducted) but we must be prepared for that appeal, like all the others, to go unheeded."

## DES role attacked

Teachers should spend more time equipping pupils for everyday life and devote less attention to abstract academic subjects, Dr Patrick Nuttgens, director of Leeds Polytechnic, said this week.

Dr Nuttgens, who was speaking at a conference organized by London Weekend Television and the Royal Society of Arts as part of their "Education for Capability" campaign, argued that the education system should be designed to cater for all children - not just the 60 per cent or less who look examinations.

He also claimed that "no significant changes" can be made in our lifetime through the normal channels - certainly not through the DES.

Mrs Anne Jones, head of Cranford Community School in Hounslow, said: "The more we have tried to help our pupils and do things for them, the more passive and dependent and resourceless they have become."

## Rugby tour teacher wins case

A teachers' union this week won a High Court battle over an attempt by a local education authority to dock the pay of a teacher who went on a rugby tour during half-term week.

Mr Paul Evans, a teacher at Hartridge comprehensive school, Monmouth, Gwent, applied for unpaid leave so that he could go on a rugby tour of the United States.

The tour - during the summer of 1979 - straddled the half-term period and meant that Mr Evans would be absent from school on seven school days in addition to the nine days of the half-term break. However, his employers, Gwent County Council, deducted 16 days' pay for the trip.

Mr Justice Fustler, sitting in the High Court on Monday, rejected the submission by the county council that

Mr Evans had agreed to accept a greater deduction by going on the tour.

Discretion given to the i.e.s. to grant unpaid leave did not entail any right to grant unpaid leave over the agreed holiday period.

He awarded Mr Evans the nine days' salary plus interest from July 1, 1979. Costs were awarded against Gwent.

Mr Nigel de Gruchy, assistant secretary of the National Association of Schoolmasters/Union of Women Teachers, which is Mr Evans' union, said: "This has established for teachers the right to be paid during their holiday periods and we are looking upon this as a great victory for the teaching profession."

## NUT voice 17-plus doubts

Serious reservations about the Government's proposals for the new 17-plus examination were voiced yesterday by the National Union of Teachers.

The NUT says the Government will not meet the needs of 16 to 17-year-olds and suggests there should be some provision for some kind of course assessment. It proposes certification in specific areas of study within the course, of which a broad profile of achievement could form a part.

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HM Inspectors have concluded that sixth form maths courses are over-traditional. Report by Philip Venning

# Need for a new angle on sixth form maths teaching

Microcomputers could transform sixth form maths teaching, much of which is routine and unimaginative, say HM Inspectors in a report published this week.

The report was based on 89 sixth forms and sixth form colleges and involved about 5 per cent of sixth formers in England.

Though the Inspectors found nothing seriously wrong with sixth form maths teaching, they felt that many syllabuses and teaching methods were highly traditional. Schools relied too much on the exam system to give them a sense of direction.

"Lessons observed over the years in a number of sixth forms show that teaching for broader interest and teaching to excite the pupils' imagination are completely compatible with examination success."

Although the influence of microcomputers was in its infancy when the survey was carried out, the Inspectors' report recognized their potential for improving maths teaching.

It says: "As microcomputers become more readily available, they will be capable of changing significantly the way mathematics is presented visually in the classroom. Programming procedures will influence the methods used for solving problems, and there will be a greater emphasis on numerical techniques. The microcomputer's capacity to store and reorganize data rapidly makes it an invaluable tool for carrying out complex statistical investigation."

The consequences for maths teaching were of the greatest significance and all concerned needed to consider carefully how best they could be used.

More than 60 per cent of the sixth formers in the survey schools were doing some maths; and only 3 per cent of them were on courses not leading to an exam. The range of courses on offer varied considerably. The Inspectors looked at various

possible factors affecting the proportion of girls doing maths. Although the evidence was weak, it appeared that girls were attracted to schools which had a bias towards statistics. Schools offering only mechanics usually had a lower proportion studying A level maths.

The report says: "The last 10 to 15 years have seen a considerable expansion in statistics as an alternative to mechanics or as an adjunct to it. At the same time there has been a marked change in the character and composition of A-level mathematics classes. Students have been less inclined to see mathematics as closely allied to physics and are becoming increasingly aware of the value of an A-level qualification in the subject."

The wider range of A level subject combinations, which include maths and statistics, resulted in A level maths students choosing increasingly diverse careers.

Two-thirds of those in the survey left school for courses or careers outside the field of maths or physical science. But the approach to A level maths was traditionally geared to those wanting to do these subjects in higher education.

"Although many teachers regard double-subject mathematics as an advantage when students seek admission to some university departments, there is increasing evidence that a high proportion of students are accepted to read mathematical subjects who have only a single-subject A-level qualification. It would be unfortunate if the able student's interest in mathematics could only be satisfied by the challenge of more demanding examinations. Indeed a

concentration on examination work to the exclusion of other mathematical activities could produce students less able to profit from the opportunities available in higher education."

In addition to A level maths courses, a variety of other exam courses were examined by the Inspectors. More than three-quarters of the schools ran a sixth form course for those who had not passed maths O level.

It was often in these courses that the limitations of time and staffing



HMI regards the microcomputer as an invaluable tool for sixth form students.

were most apparent. "Making this very necessary provision is undoubtedly a strain on many schools, since they may find themselves providing a less-than-adequate course which neither enables students to overcome continuing difficulties with the subject, nor, in some cases, to rectify misunderstandings of essential details."

The report adds: "Whether courses leading to existing external examinations provide the right kind of mathematical support for other subjects in the curriculum such as biology, geography and economics, deserves close scrutiny by schools. It was certainly not easy to find work going on in the mathematics classroom which utilized data drawn from what the students were doing elsewhere in their studies. A non-examination course sometimes had a better chance of being related to other subjects, but such courses were evident only in a fifth of the schools visited."

"A mathematical course aimed at developing a student's general appreciation of the subject was a fairly rare event. Possibly less is done now than formerly although much of the effort may have been redirected into computer activities. Nevertheless a few individual schools have showed enterprise with courses entitled 'Mathematical Games', 'Money and Society', 'Mathematical Ideas' and 'Consumer Mathematics'."

"Suitably selected outside visits and work experience are one way of helping students to bring greater coherence to their studies and of providing opportunity to widen discussion and tap students' personal interests. To treat mathematics as a study entirely apart runs the risk of its eventual rejection by the vast majority of students when the necessary qualifications in the subject have been achieved."

The Inspectors were sympathetic to a common complaint by maths departments that there was little time

for work not essential to exams. They argue that there should be more efficient ways of using that time.

The survey did not find any general shortage of suitably qualified staff for A level work, though this was a matter of definition. Six of the schools surveyed depended on one graduate specialist maths teacher for more than half their A level teaching. Two small schools had no graduate maths teachers.

Three-quarters of the schools allowed eight periods a week for A level maths and half that for other maths courses. The size of classes varied widely, and many were held in sparsely furnished classrooms.

The report says: "Rooms were sometimes inconveniently small and with blackboards so limited that a problem could be completed without rubbing off the early part of the solution. Only one school in seven was considered by HMI to provide 'good' accommodation for sixth form mathematics. Quite modest expenditure might well transform some rooms."

Maths was often seen as a subject where books were unnecessary, largely because of teaching methods that encouraged pupils to rely heavily on the teacher.

"During the survey HMI observed many lessons where the treatment of a topic did not differ greatly from what could have been read in the adopted textbook."

"With classroom time at a premium it is imperative that students should be encouraged to read widely, to sample a variety of textbooks which offer different insights, to acquire some knowledge of the historical background of the subject, to obtain a grasp of some of the developments which are currently taking place and to find enjoyment in books of recreational mathematics."

*Mathematics in the Sixth Form, HMI Series: Matters for Discussion* HIMS0 £3.50.

## Loss of jobs highlighted by statistics

The number of nursery and primary teachers in England and Wales fell by nearly 3,000 between 1980 and 1981, according to the latest statistics from the Chartered Institute of Public Finance and Accountancy (CIPFA).

The number of qualified secondary teachers also fell - by 1,600 - after an increase of 1,180 over the previous year. But, because of the continuing decline in pupil numbers, which fell by 223,000 to 8,592,000 in 1981, there was still a slight improvement in a pupil-teacher ratio in nursery and primary schools.

These figures, which show how much the 104 local education authorities in England and Wales actually spent in 1980-81, reveal the familiar disparities in spending between one authority and another, and between types of authority.

The most generous provider (excluding the Isles of Scilly which has only 308 pupils) is once again the Inner London Education Authority, which spent £927 per primary pupil and £1,270 per secondary pupil. It also had the best pupil-teacher ratio, 14.2, compared with an average of 18.5.

The lowest spender per primary pupil was the metropolitan district of Dudley, which spent £671. But eight other authorities spent less than £500. Bolton, St Helens (Merseyside), Gillingham, Kent, Lancashire, Northamptonshire and Somerset.

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Local education authority	Pupil Teacher Ratio		Spending per child on books and equipment (gross)		Total unit costs (net)	
	Prim	Sec	Prim	Sec	Prim	Sec
London	17.5	14.3	40	76	927	1,270
ILEA						
Outer London Boroughs						
Barking & Dagenham	21.1	14.8	16	33	833	929
Barnet	21.1	14.8	20	37	817	894
Bexley	24.6	17.2	18	36	542	782
Brent	18.4	13.3	27	46	728	1,080
Bromley	23.8	16.2	18	32	570	861
Croydon	22.2	16.1	18	31	620	882
Ealing	19.4	13.8	20	33	737	981
Enfield	22.8	16.2	16	29	680	784
Harrow	18.7	13.3	23	38	800	869
Hillingdon	21.1	15.3	21	43	631	1,019
Hounslow	23.3	16.0	17	32	577	880
Kingston-upon-Thames	23.2	16.2	17	37	808	873
Merton	20.9	15.3	19	33	657	887
Newham	21.6	17.2	17	27	655	808
Newhampton	20.7	16.9	22	42	739	983
Richmond-upon-Thames	20.9	17.0	17	34	671	889
Sutton	24.8	17.2	19	35	823	774
Waltham Forest	21.8	14.3	27	46	839	1,007
Total (20)	21.7	15.7	19	35	638	880
Metropolitan Districts						
Bolton	24.3	18.2	16	28	461	741
Bury	23.1	18.1	16	33	580	770
Manchester	22.4	15.0	16	36	658	885
Oldham	24.4	17.0	16	27	525	712
Rochdale	23.2	15.4	18	28	631	631
Salford	21.5	15.1	16	25	548	608
Salford	23.8	18.1	16	30	508	714
Tameside	25.0	18.8	18	25	551	738
Telford	23.4	16.2	14	21	559	724
Wigan	21.8	15.5	16	31	621	776
Merseyside						
Knowsley	22.7	16.0	14	27	555	649
Liverpool	20.8	15.1	18	35	612	846
Sefton	23.8	16.2	14	25	614	744
St Helens	23.8	15.8	12	20	498	704
Warrington	23.8	16.0	14	25	608	776
West Yorkshire						
Bathurst	22.8	16.7	17	31	577	750
Doncaster	21.8	15.3	14	25	573	778
Rotherham	23.2	17.2	16	28	517	737
Sheffield	21.3	16.3	23	28	614	818
Tyne and Wear						
Newcastle-upon-Tyne	23.8	16.8	16	27	585	749
North Tyneside	23.8	16.8	16	25	563	776
South Tyneside	20.4	15.4	20	27	623	831
Sunderland	21.5	16.0	17	31	571	789
West Yorkshire						
Bradford	20.2	15.8	18	21	607	679
Calderdale	22.8	17.4	15	28	544	788
Kirkstall	22.8	17.2	14	24	508	698
Leeds	22.0	17.2	14	24	518	648
Wakefield	23.8	16.2	14	21	538	678
West Midlands						
Birmingham	23.8	16.2	16	28	618	778
Coventry	23.8	16.2	16	28	618	778
Wales						
Cardiff	22.2	17.0	16	25	647	818
Dyfed	18.8	15.1	16	22	541	688
Gwent	22.8	16.9	13	25	588	688
Gwynedd	19.8	16.1	13	26	588	688
Mid Glamorgan	23.8	16.8	14	24	678	707
Powys	18.7	15.9	12	24	541	688
South Glamorgan	22.8	16.9	14	24	641	688
West Glamorgan	20.7	16.1	19	24	688	688
Total (6)	21.7	16.8	15	25	638	880
National Aggregate						
London (2)	20.1	15.2	28	48	558	888
Metropolitan (20)	22.4	16.4	16	28	638	888
Non-Metropolitan (47)	23.1	17.0	16	28	638	888
All Authorities (104)	22.4	16.4	16	28	638	888

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Frank Pedley reports from the summer meeting of the Society of Education Officers

# Block grant kite takes a buffeting

The summer meeting of the Society of Education Officers is by tradition devoted to a pre-determined theme but from time to time the turn of events thrusts a theme upon it and this year the words "block grant" were on the lips of the 200 members who sampled the generous hospitality of Cheshire County Council at Chester's Church of England College last weekend.

The executive of the society, which has often been criticized for its anodyne statements and for reacting to the initiatives of others instead of producing its own, has spent a lot of time wrestling with alternative methods of financing the education service, now that a combination of government policies and falling rolls have placed the system of grant-related expenditure within the rate support grant under intolerable strain.

On the initiative of the ex-president Bill Petty, the Kent CEO, a working party produced a statement which was not definitive enough for some members and a "clarification" followed which unhappily increased the confusion of some of its readers.

Accusations of timidity, indecision, lack of forcefulness, and of a desire on the part of the "establishment" to "preserve the status quo rather than to ask fundamental questions about the service" were bound to be given voice at the summer meeting, and they were.

In their statement the executive appeared to have given their blessing to Green Paper Kites proposing, albeit tentatively, that education should be financed at least in part by a block grant, and a substantial number of members found that unacceptable.

Most of the in-fighting took place in private session, but it is a measure of the concern of the membership that the normal domestic session had to be adjourned until late on Saturday afternoon.

But since the conference organizers had invited Professor John Stewart of the Institute of Local Government Studies in Birmingham, to give the opening address on the same theme, it was inevitable that the debate should start with him.

Professor Stewart is an implacable enemy of the block-grant system, though, like everyone else, he has to confess that so far the proposals for putting it into effect had not been publicly formulated, and were therefore difficult to criticize. But there have been meetings between officers of central and local government (supplemented by an alleged "subtle DES campaign") and there seems to be general agreement that a 75 per cent block grant for education is a possible starter, the remainder being funded by local authorities as at present.

Professor Stewart felt that direct block grants would sooner or later mean interference with the affairs of i.e.a.s. from the centre. It would not reduce the growing disparities be-



Top: Peter Newsam. Left: George Cooke. Right: Michael Harrison.

tween educational expenditure in different local authorities, and since the new mechanism is designed to control the overspending authorities, a separate education grant would be more about limiting maximum standards than about enforcing minimum standards.

Although the contribution of Peter Newsam, the ILEA's education officer and chairman designate of the Commission for Racial Equality was intended to be a discursive reflection on his life as an education officer now that he is leaving it, his whimsical stories about life in the West Riding of Yorkshire seemed to be overshadowed by the meeting's concern about the finance controversy.

Nurtured in an era when, to quote Professor Stewart, great reputations could be built up on the innovations which one i.e.a. could be persuaded to make, he nevertheless has learned from experience that the status quo may not be all that bad. Though inner London has forfeited its claim to grant as a result of his spending his comments on finance were not affected by Olympian detachment - indeed he went so far as to say that the RSO was "the best rat support grant we've got" and he too was apprehensive about accepting too readily a change which might rebound unexpectedly. One may open the door to a burglar, but one does not have to invite him in for a hearty meal.

Christopher Price, MP, chairman of the House of Commons Select

Committee on Education, Science and the Arts, was also to be found in the anti-block grant camp.

Like Professor Stewart he believed that "power follows the pound", and that "convergence" (a new jargon word) simply meant that progressive i.e.a.s would be forced to accept lower standards. He was sorry that the SEO did not seem able to make up its mind and had resorted to "papers which were turgid and difficult to understand". But his praise for the assessment of i.e.a.s. provision by Her Majesty's Inspectorate, and his pride in having flushed out the names of the famous four (but "rather surprising") i.e.a.s at the bottom of the league table, did not go unchallenged.

Neil Fitton, Stockport's chief education officer, said that in his experience the assessments were useless, since they allowed the mass of the unnamed in the middle to sit back and assume that they were without blemish. Nor was Mr Price able to help the member who wondered, if there was a war between local government and the centre, and who was winning it. He suspected that, as in the case of the Hundred Years War, the answer was nobody. The only certain thing was that the DES had been losing out viz a viz other government departments for the past 10 years, and it was necessary to restore the partnership once developed by Percy Sharp and William Alexander if the department was not to become a sub branch of

the Manpower Services Commission. Christopher Price's championship of the SEO in the select committee as the most influential body in the educational system, naturally endeared him to the members, who share his beliefs in the vital necessity for i.e.a.s to retain their individuality and his fears that they could become "Keith Joseph's prefects".

This is not to mention the possibility of being obliged to introduce peace studies into the curriculum by Neil Kinnock, or conversely to ban them by Rhodes Boyson. But his comments on the current scene seemed to be long on analysis and short on solutions. He could give no solace to Sheffield's chief education officer on how the DES, which in Michael Harrison's words "goes naked to the conference table" when finance is discussed, could restore its power base. In spite of the protestations of the Association of County Councils' education officer Gordon Cunningham he saw no hope in the Council of Local Education Authorities ("a pretty limp daffodil") and fell back on the forlorn hope that a future Prime Minister might restore education's role by "an important statement".

Perhaps this pessimism was fostered by the delightful and witty, but fundamentally sad, address by Paddy Patterson, former chief education officer for Belfast, at the society's dinner the night before, which was laced with Irish humour that sometimes seemed too near the truth to be comfortable - that, for example, an Irishman finds a problem to every solution. The only ray of hope is that the province's Education and Library Boards, in Price's words, breathed new life into the library service there.

Out in the fitful sunshine the news was that the incipient quarrel between the executive and its critics had been patched up and it is understood that a resolution registering root and branch opposition to a block grant for education was withdrawn after certain assurances had been given. It was being emphasized that the executive's official statements had entered many caveats in its cautious welcome to the block grant idea, which included specific grants (the American style programme perhaps) and the necessity to find new sources of income such as a local income tax if the new system was to work effectively.

The stand taken by the executive seemed to be an extension of the statement made by the society's general secretary, George Cooke, when he was its president some years ago - that education officers were "local government men, but not at any price". The price was now, it seemed, on the agenda, and if the executive's statement had brought the issue into the open, then that in itself was evidence of the society's growing influence rather than, as its critics might have said but didn't, of its political virgility.

# People

Mr Brian Rees, headmaster of Rugby School, is to be the new chairman of the Independent Schools Information Service (ISIS). He succeeds Mr John Hornby, headmaster of Clifton College Preparatory School, who is to become secretary of the Incorporated Association of Preparatory Schools in September. Mr Rees becomes vice-chairman immediately and will take over as chairman in November.

A former ISIS chairman, Mr Dorothy Dakin OBE, has been appointed chairman of the ISIS Association - the supporters' club for friends of independent schools.

ISIS has also renewed the contract of Mr Tim Devlin, its director, who is now to remain until the end of 1984.

The new head teacher of Chobham and Patching CE Primary School, West Sussex is Mrs Carole Burvill. She takes over her duties on September 1 and succeeds Miss M C Stubbington, who retired last year. Mrs Burvill is a present deputy head of Lymington County Infants School near Liphampton.

Mr Mervyn Flecknoe, deputy head of Bridgewater Hall School, Stainesbury Campus, Milton Keynes, has been appointed head of the Chobham Bolling School, Bradford, in September.

Miss M M Moon, headmistress of Pate's Grammar School for Girls, Cheltenham, has been appointed head of Manchester High School for Girls in succession to Miss M S Blake, who is retiring on August 1 next year.

Dr George Iain Hawkes, headmaster of Knowsley Higher Side Comprehensive School, Merseyside, since he opened in September 1964, will be retiring through ill health at the end of this term.



Mrs Nicky Harrison (above) has been re-elected chairman of the Association of Management Authorities' education committee, a member of Haringey LBC. Mrs Harrison is chairman of that committee's personnel services committee and vice-chairman of their school committee. She was previously secretary of the council of the MAA, and is now secretary of the MAA, Wakefield MBC, and is also vice-chairman of the MAA's education committee.

The Assistant Masters and Mistresses Association has appointed Mr Peter Smith, aged 42, as its first general secretary. He has been assistant secretary with the MAA since 1974.

Dr John Armstrong, aged 43, for the last seven years has been head of mathematics at Peterfield School, Devonport, January next year.

Mr Brian J. Cave, former director of the Foundry Industry Training Committee, has been appointed chairman of the Engineering Industry Training Board's Midlands region. He will have special responsibility for the smooth integration of the affairs training into the BETA's established training activity.

Blitzed by youth unemployment and falling rolls, Coventry has been forced to draw up plans for the reconstruction of its secondary and further education system. Report by Biddy Passmore.

# Coventry rebuilds again

Coventry education committee voted last Friday for a quite revolution in its schools system.

The issue was how to tackle the problems of falling rolls and the growing educational demands of 16 to 19-year-olds against a background of high local unemployment.

The solution the Labour-controlled council looks like adopting is simple: expand the city's 11-18 comprehensive into community colleges catering for all education and training up to the age of 19. At the same time the existing further education colleges will cater for adults.

Of course, the plan is not that cut and dried. Community colleges will exist not only for young people but also for the recreational needs of local adults. And the further education colleges will not bolt their doors against all under 19.

Nonetheless, the scheme is the first city-wide reorganization plan to envisage a split at 19 rather than 16. As such, it runs counter to national Labour policy, a fact which does not bother Mr Peter Lister, Labour chairman of the education committee.

There is also the continuing problem of gaps in financial support for young people, with those on the Youth Opportunities Programme getting £25 a week, those on discretionary grants getting perhaps £2-£3 and most of those following traditional school courses getting nothing at all. (Unlike Sheffield and the Inner London Education Authority, Coventry cannot afford improved maintenance

allowances for all those staying on in education.)

The differences will become more obvious as the higher allowances under the New Training Initiative come in next autumn and more and more trainees are studying in the same institutions as schoolchildren.

It is not as though they were starting from scratch. Many of the ideas which are to be implemented across the city are already proving themselves.

First came the designation of six comprehensives as community colleges. These are conventional secondary schools within a community college for local young people and adults.

At Barr Hill School and Community College, the changes have come thick and fast. Formerly a girls' grammar school, it went comprehensive and coeducational in 1975. It was designated a community college just four years later while the old grammar school stream was still working its way through. But the staff seem to have adapted well to their change.

Attached to the school are a Youth Enterprise Programme, which is part of YOP and an informal scheme which attracts 40-50 unemployed teenagers who want no part

in a formal programme.

The latter, christened RUT (Radford Unemployed Teenagers) has no timetable or classes. Youngsters are simply invited to come to the school whenever they want, where they can sit, smoke or play table football in the old sixth form centre.

RUT is run by Jeff Nelson, a redundant Jaguar carworker. He says the youngsters behave well. "On site, a certain standard of behaviour is expected. If any of the newer members rock the boat, they're banned for a week."

Ian Minty, the school's community team leader, says the youngsters are simply invited to come to the school whenever they want, where they can sit, smoke or play table football in the old sixth form centre.

Teachers at the school are getting used to the idea that school leavers will no longer automatically turn to them for advice. Tony George, head of the fifth year, says: "We have to accept they will take advice from whoever they can get on with, whether it's a teacher, careers officer or youth worker."

Some knotty issues such as which

staff should be available during school holidays, have still to be resolved.

After all, the conventional school may be closed but the community college carries on, 12 to 16 hours a day, 48 weeks a year.

About 12 teachers in the city are taking advantage of the flexibility in their contracts to work some of their weekly hours in the youth, adult and community sector. At Barr's Hill, one craft, design and technology teacher takes time off on Thursday morning in exchange for working with YOP trainees on Wednesday evening.

Understandably, these changes with the prospect of many more to come - make teachers nervous of the new proposals. School teachers fear for their working hours and holidays. Further education lecturers, meanwhile, fear for their jobs, suspecting that the adult market projected for them may not materialize.

But one problem Coventry will not have is the need for the Education Secretary's approval for the scheme - this is because it does not involve major closures and reorganization.

So, while Manchester's and Crodon's tertiary schemes have bounced back and forth and Sheffield's has had to wait, Coventry can just quietly get on with it.

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# Heads' association greets new proposals on funding

The Secondary Heads Association has written to Sir Keith Joseph, the Education Secretary, supporting the idea of a separate block grant for education.

It concedes that separation from the rest of local government finance would not guarantee more money for the education service. However, responsibility for the size of the grant would rest squarely on the shoulders of the Department of Education and Science "where it belongs", rather than with any other arm of Government.

The letter, sent last week, draws Sir Keith's "urgent attention" to SHA's view that education costs should be met by an Exchequer block grant. It also supports additional specific grants for particular educational needs.

It states that the education services are inadequately financed because of the way the present rate support grant is administered. The limited resources of education and of spending priorities

within the service should rest firmly in the hands of local authorities, but the DES should have overall financial control.

SHA's views were agreed at its June council meeting and include support for replacement of the rate with a "select" system of taxation, a local income tax at county level and a resident poll tax at district or parish level, should be introduced, and claims SHA could raise more revenue than the rates. In the long term, this would reduce the level of Exchequer grant.

SHA's letter to Sir Keith is timely since the Government's Green Paper on alternatives to the rates is still under discussion. In a Cabinet committee, and an education block grant is one possibility.

The National Union of Teachers is also in favour of an education block grant. The National Association of Schoolmasters/Union of Women Teachers in favour of teachers' salaries being paid direct from Whitehall.

# Latest pay offer to town hall employees may end impasse

by Richard Garner

A new pay offer is expected to be made today to unions representing town hall staff which could be followed by a breaking of the impasse over negotiations covering the pay of 1,200 senior education officers.

Their pay deal this year - due on July 1 - has been hit by a snag as the Association of Education Officers, the negotiating wing of the Society of Education Officers, has joined other senior council officials to form a Federation of Professional Officers' Association to negotiate senior council officers' pay.

The newly-formed body has already submitted a paper to local authorities asking for a substantial rise, restoring lost differentials, even though no formal negotiating machinery has yet been established with the authorities.

The switch in negotiating tactics, however, resulted in a breakdown in players' side today for a further pay talks covering town hall staff.

The RPOA offered Nalogo, the main union concerned in the white collar workers' pay talks, two seats on the new body in exchange for representation on its negotiating body.

Nalogo turned the offer down and claimed the fact that the local authorities were excluding chief and deputy chief officers from their negotiations had led to a breakdown of talks. They were offered 5 per cent coupled with a reduction in the working week from 40 to 39 hours. Nalogo is claiming a cost of living pay increase and a reduction in the working week to 35 hours.

However, a meeting was scheduled yesterday between the representatives of the existing joint national council covering negotiations of the FPOA which was expected to clarify the situation.

Nalogo is set to meet the employers' side today for a further pay talks covering town hall staff.

# Block grant kite takes a buffeting

Frank Pedley reports from the summer meeting of the Society of Education Officers

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Professor Stewart felt that direct block grants would sooner or later mean interference with the affairs of L.e.a.s from the centre. It would not reduce the growing disparities be-



Top: Peter Newsam. Left: George Cooke. Right: Michael Harrison.

two educational expenditure in different local authorities, and since the new mechanism is designed to control the overspending authorities, a separate education grant would be more about limiting maximum standards than about enforcing minimum standards.

Although the contribution of Peter Newsam, the ILEA's education officer and chairman designate of the Commission for Racial Equality was intended to be a discursive reflexion on his life as an education officer now that he is leaving it, his whimsical stories about life in the West Riding of Yorkshire seemed to be overshadowed by the meeting's concern about the finance controversy.

Nurtured in an era when, to quote Professor Stewart, great reputations could be built up on the innovations which one L.e.a. could be persuaded to make, he nevertheless learned from experience that the status quo may not be all that bad. Though inner London has forfeited its claim to grant as a result of high spending his comments on finance were not affected by Olympian detachment - indeed he went so far as to say that the RSG was "the best rate support grant we've got" and he too was apprehensive about accepting too readily a change which might rebound unexpectedly.

One may open the door to a burglar, but one does not have to invite him in for a hearty meal.

Christopher Price, MP, chairman of the House of Commons Select

Committee on Education, Science and the Arts, was also to be found in the anti-block grant camp.

Like Professor Stewart he believed that "power follows the pound", and that "convergence" (a new jargon word) simply meant that progressive L.e.a.s would be forced to accept lower standards. He was sorry that the SEO did not seem able to make up its mind and had resorted to "papers which were turgid and difficult to understand". But his praise for Her Majesty's Inspectorate, and his pride in having flushed out the names of the famous four (but "rather surprising") L.e.a.s at the bottom of the league table, did not go unchallenged.

Neil Ritton, Stockport's chief education officer, said that in his experience the assessments were useless, since they allowed the mass of the unnamed in the middle to sit back and assume that they were without blemish. Nor was Mr Price able to help the member who wondered, if there was a war between local government and the centre, and who was winning it. He suspected that, as in the case of the Hundred Years War, the answer was nobody. The only certain thing was that the DES had been losing out viz a viz other government departments for the past 10 years, and it was necessary to restore the partnership once developed by Percy Sharp and William Alexander if the department was not to become a sub branch of

the Manpower Services Commission. Christopher Price's championship of the SEO in the select committee as the most influential body in the educational system, naturally endeared him to the members who share his beliefs in the vital necessity for L.e.a.s to retain their individuality and his fears that they could become "Keith Joseph's prefects."

This is not to mention the possibility of being obliged to introduce peace studies into the curriculum by Neil Kinnock, or conversely to ban them by Rhodes Boyson. But his comments on the current scene seemed to be long on analysis and short on solutions. He could give no solace to Sheffield's chief education officer on how the DES, which in Michael Harrison's words "goes naked to the conference table" when finance is discussed, could restore its power base. In spite of the protestations of the Association of County Councils' education officer Gordon Cunningham he saw no hope in the Council of Local Education Authorities ("a pretty limp daffodil") and fell back on the forlorn hope that a future Prime Minister might restore education's role by "an important statement".

Perhaps this pessimism was fostered by the delightful and witty, but fundamentally sad, address by Paddy Patterson, former chief education officer for Belfast, at the society's dinner the night before, which was laced with Irish humour that sometimes seemed too near the truth to be comfortable - that, for example, an Irishman finds a problem to every solution. The only ray of hope is that the province's Education and Library Boards, in Price's words, breathed new life into the library service there.

Out in the fitful sunshine the news was that the incipient quarrel between the executive and its critics had been patched up and it is understood that a resolution registering root and branch opposition to a block grant for education was withdrawn after certain assurances had been given. It was emphasized that the executive's official statements had entered many caveats in its cautious welcome to the block grant idea, which included specific grants (the American style programmes perhaps) and the necessity to find new sources of income such as a local income tax if the new system was to work effectively.

The stand taken by the executive seemed to be an extension of the statement made by the society's general secretary, George Cooke, when he was its president some years ago - that education officers were "local government men, but not at any price". The price was now, it seemed, on the agenda, and if the executive's statement had brought the issue into the open, then that in itself was evidence of the society's growing influence rather than, as its critics might have said but didn't, of its political virility.

**People**  
Mr Brian Rees, headmaster of Rugby School, is to be the new chairman of the Independent Schools Information Service (ISIS). He succeeds Mr James Hornby, headmaster of Clifton College Preparatory School, who is to become secretary of the Incorporated Association of Preparatory Schools in September. Mr Rees becomes vice-chairman immediately and will take over as chairman in November.

A former ISIS chairman, Mrs Dorothy Dakin OBE, has been appointed chairman of the ISIS Association - the supporters' club for friends of independent schools. ISIS has also renewed the contract of Mr Tim Devlin, its director, who is now to remain until the end of 1984.

The new head teacher of Clapham and Patching CE Primary School, West Sussex is Mrs Carole Burvill. She starts her duties on September 1 and succeeds Miss M C Stubbington, who retired last year. Mrs Burvill is at present deputy head of Lynton County Infants School near Liphampton.

Mr Mervyn Flecknoe, deputy head of Bridgeway Hall School, Sturbury Camp, Milton Keynes, has been appointed head of the Ouse Valley School, Bradford, from September.

Miss M M Moon, headmistress of Pate's Grammar School for Girls, Cheltenham, has been appointed head of Manchester High School for Girls in succession to Miss M K Blake, who is retiring on August 31 next year.

Dr George Iain Hawkes, headmaster of Knowsley Higher Side Comprehensive School, Merseyside, since it opened in September 1964, will be retiring through ill health at the end of this term.



Mrs Nicky Harrison (pictured above) has been re-elected chairman of the Association of Metropolitan Authorities' education committee. A member of Haringey LBC, Mrs Harrison is chairman of that council's personnel services committee and vice-chairman of their schools sub-committee. She was previously deputy leader of the council. Mr John Fearman, Wakefield MBC, was elected vice-chairman of the AMA education committee.

The Assistant Masters and Mistresses' Association has appointed Mr Peter Smith, aged 42, as its first deputy general secretary. He has been a personal services committee and vice-chairman of their schools sub-committee. She was previously deputy leader of the council. Mr John Fearman, Wakefield MBC, was elected vice-chairman of the AMA education committee.

Dr John Armstrong, aged 43, was for the last seven years head of the Department of Mathematics of Bedfordshire Polytechnic. He has been appointed head of Howell's School, Denbigh, from January next year.

Mr Brian J. Cave, former director of the Foundry Industry Training Committee, has been appointed controller of the Engineering Industry Training Board's Midlands region. He will have special responsibility to assist in the smooth integration of foundry apprentices into the ETB's established training activity.

# Blitzed by youth unemployment and falling rolls, Coventry has been forced to draw up plans for the reconstruction of its secondary and further education system. Report by Biddy Passmore.

## Coventry rebuilds again

Coventry education committee voted last Friday for a quite revolution in its schools system.

The issue was how to tackle the problems of falling rolls and the growing educational demands of 16 to 19-year-olds against a background of high local unemployment.

The solution the Labour-controlled council looks like adopting is simple: expand the city's 11-18 comprehensive into community colleges catering for all education and training up to the age of 19. At the same time the existing further education colleges will cater for adults.

Of course, the plan is not that cut and dried. Community colleges will exist not only for young people but also for the recreational needs of local adults. And the further education colleges will not bolt their doors against all under 19.

Nonetheless, the scheme is the first city-wide reorganization plan to envisage a split at 19 rather than 16. As such, it runs counter to national Labour policy, a fact which does not bother Mr Peter Lister, Labour chairman of the education committee.

Staff working together in the new community colleges will be on different pay scales, with different conditions of service. And part-time provision in schools is currently illegal (although the Government plans to change that and is unlikely to attack an authority which jumps the gun).

There is also the continuing problem of gaps in financial support for young people, with those on the Youth Opportunities Programme getting £25 a week, those on discretionary grants getting perhaps £2-£3 and most of those following traditional school courses getting nothing at all. (Unlike Sheffield and the Inner London Education Authority, Coventry cannot afford improved maintenance

allowances for all those staying on in education.)

The differences will become more obvious as the higher allowances under the New Training Initiative come in next autumn and more and more trainees as schoolchildren, same institutions as schoolchildren.

It is not as though they were starting from scratch. Many of the ideas which are to be implemented across the city are already proving themselves.

First came the designation of six comprehensives as community colleges. These are conventional secondary schools within a community college for local young people and adults.

At Barrs Hill School and Community College, the changes have come thick and fast. Formerly a girls' grammar school, it went comprehensive and coeducational in 1975. It was designated a community college just four years later while the old grammar school stream was still working its way through. But the staff seem to have adapted well to their change.

Attached to the school are a Youth Enterprise Programme, which is part of YOP, and an informal scheme which attracts 40-50 unemployed teenagers who want no part

in a formal programme.

The latter, christened RUT (Radford Unemployed Teenagers) has no timetable or classes. Youngsters are simply invited to come to the school whenever they want, where they can sit, smoke or play table football in the old sixth form centre.

RUT is run by Jeff Nelson, a redundant Jaguar carworker. He says the youngsters behave well. "On site, a certain standard of behaviour is expected. If any of the newer members rock the boat, they're banned for a week."

Ian Minty, the school's community team leader, says the youngsters behave because Jeff Nelson speaks their language. He and other staff at the school hope that similar initiatives - with equally unusual leaders - will receive money under the New Training Initiative.

Teachers at the school are getting used to the idea that school leavers will no longer automatically turn to them for advice. Tony George, head of the fifth year, says: "We have to accept they will take advice from whoever they can get on with, whether it's a teacher, careers officer or youth worker."

Some knotty issues such as which

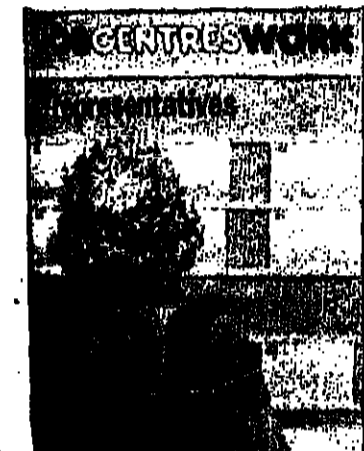
staff should be available during school holidays, have still to be resolved.

About 12 teachers in the city are taking advantage of the flexibility in their contracts to work some of their weekly hours in the youth, adult and community sector. At Barr's Hill, one craft, design and technology teacher takes time off on Thursday morning in exchange for working with YOP trainees on Wednesday evening.

Understandably, these changes with the prospect of many more to come - make teachers nervous of the new proposals. School teachers fear for their working hours and holidays. Further education lecturers, meanwhile, fear for their jobs, suspecting that the adult market projected for them may not materialize.

But one problem Coventry will not have is the need for the Education Secretary's approval for the scheme - this is because it does not involve major closures and reorganization.

So, while Manchester's and Crodon's tertiary schemes have bounced back and forth and Sheffield's has had to wait, Coventry can just quietly get on with it.



Youth unemployment has helped to force the staying on rate up from 33 to 40 per cent.

He is apt to mention Coventry's record as pioneer of co-ordinative education in the early 1970s and to point out that the Labour Party did not adopt comprehensive reorganization as national policy until 10 years later. He thinks Coventry may lead the way again.

But the reason the city has plumped for the 11-19 option is one of practice, not principle. It simply happens to suit the organization and buildings of Coventry's secondary school system, an unusually homogeneous set of 21 all-through comprehensives.

So far, the authority has been able to keep the number of places in line with the falling number of pupils by taking temporary buildings out of use. But it has reached the end of that particular road. By 1990, the number of pupils in secondary schools is projected to fall by a third.

Add to this drop the effects of a higher staying on rate (up from 33 to 40 per cent over the past two years), the prospect of a comprehensive Government scheme for the young unemployed and the growing need for adult retraining, and it becomes obvious that a radical rethink was necessary.

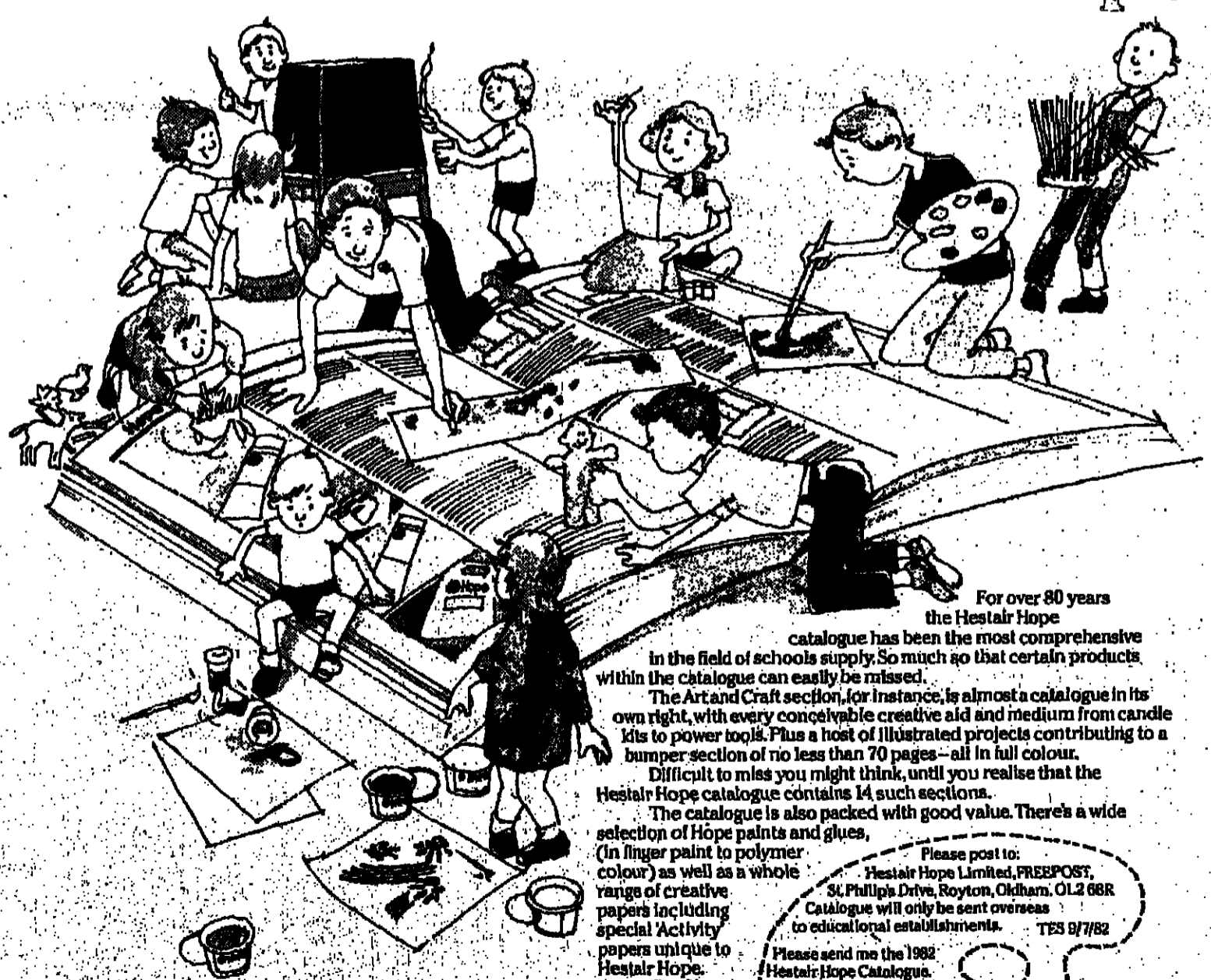
So a working party was set up in April last year. It rehearsed all the options: tertiary and 11-16 schools, junior and senior high schools with a break at 14, 12-18 comprehensives and changes to the existing system of 11-18 comprehensives.

Under the firm but discreet guidance of Mr Bob Aitken, Coventry's education officer, 11-19 community colleges emerged as the favourite. The development required no significant building or reorganization and would bring a break at 16 which, Mr Aitken felt, was becoming less and less realistic as the needs of all young people were reorganized.

Cost, of course, was an important factor. The authority reckons that the new plan will cost an extra £10m. But it expects to save nearly £10m by 1995 from falling pupil numbers. There should be a £1.3m saving overall.

Colleges and colleges will not transform themselves overnight. As Mr Aitken says, "The Government's New Training Initiative will take

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# Heads' association greets new proposals on funding

The Secondary Heads Association has written to Sir Keith Joseph, the Education Secretary, supporting the idea of a separate block grant for education.

It concedes that separation from the rest of local government finance would not generate more money for the education service. However, responsibility for the size of the grant would rest squarely on the shoulders of the Department of Education and Science, "where it belongs", rather than with any other arm of Government.

The letter, sent last week, draws Sir Keith's "urgent attention" to the view that education costs should be met by an Exchequer block grant. It also supports additional specific grants for particular educational

within the service should rest firmly in the hands of local authorities, but the DES should have overall financial control.

SHA's views were agreed at its June council meeting and include support for replacement of the rates with a "fairer" system of taxation. A local income tax at county level and a modest poll tax at district or parish level, should be introduced and, replacing SHA, could raise more revenue than the rates. In the long term this would reduce the level of Exchequer grant.

SHA's letter to Sir Keith is timely since the Government's Green Paper on alternatives to the rates is still under discussion in a Cabinet committee and an education block grant is one possibility.

# Latest pay offer to town hall employees may end impasse

by Richard Garner

A new pay offer is expected to be made today to unions representing town hall staff which could be followed by a breaking of the impasse over negotiations covering the pay of 1,200 senior education officers.

Their pay deal this year - due on July 1 - has been hit by a snag as the Association of Education Officers, the negotiating wing of the Society of Education Officers, has joined other senior council officials to form a Federation of Professional Officers' Association to negotiate senior council officers' pay.

The newly-formed body has already submitted a paper to local authorities asking for a substantial rise, restoring lost differentials, even though no formal negotiating machinery has yet been established with the authorities.

The FPOA offered Nalco, the main union concerned, in the white collar workers' pay talks, two seats on the new body in exchange for representation on its negotiating body.

Nalco turned the offer down and claimed the fact that the local authorities were excluding chief and deputy chief officers from their negotiations had led to a breakdown of talks. They were offered 5 per cent coupled with a reduction in the working week from 40 to 39 hours. Nalco is claiming a cost of living pay increase and a reduction in the working week to 35 hours.

However, a meeting was scheduled yesterday between the representatives of the existing joint national council covering negotiations of the FPOA, which was expected to clarify the situation.

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The Assistant Masters and Mistresses' Association has appointed Mr Peter Smith, aged 42, as its first deputy general secretary. He has been a personal services committee and vice-chairman of their schools sub-committee. She was previously deputy leader of the council. Mr John Fearman, Wakefield MBC, was elected vice-chairman of the AMA education committee.

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Two faces of the public schools: Fiona Melville (left) and her escort, an old Etonian, turn their backs on play during last Saturday's annual Eton versus Harrow cricket match at Lords. Fiona, definitely not a cricket lover, explained it was the social side of the day that had drawn them to Lords. White others cheered the sides on, trumpeting their cries across the turf, they had picknicked on the lawns behind the stands at the Nursery End. More sanitized versions of punk fashions were much in evidence. The girls, favouring ra-ra skirts, hunted in packs, showering their kisses on hesitant groups of nervous young men. But for the older boys, who remember the days when 10,000 spectators ringed the ground, the match was something of a disappointment. The rowdiness of previous years, chiefly drunkenness, obscenities delivered by loud-holler and some modest streaking, had persuaded the schools to hold the match in term time and to restrict it to one day.

### Go-karters get ready for sprints

Nearly 600 go-kart drivers are expected to compete in the eleventh schools sprint championships to be staged near Steadford this weekend by the National Schools' Karting Association. No fewer than eight classes of vehicle will take part but for class 8 (up to 100cc rotary valve engines) drivers must be over 14 and wear racing leathers or approved karting suits. This is also the only class where vehicles are not required to have a school-built chassis. School karting got off the mark in the North-East in 1962 when Mr James McGregor, a Northumberland teacher, knocked out what he believes was the first school-built kart from an army bed, a 20-year-old Villiers engine, and a school milk trolley. Three years later the Northumbrian local association was formed. Others followed in Hertfordshire, Hampshire and Lancashire and a national association was born in 1972. All competitors in the Esso-sponsored championships next month must have a licence issued by the national association. The championships programme contains a warning that will reassure householders living near the Fulbeck track: "Any kart registering over 85 decibels will be black-flagged. A noise-meter will be in operation."

### Sports Council advises on cheap substitutes for grass Wickets decline for want of upkeep

by Nick Wood  
Every school, no matter how limited its resources, can have a good artificial wicket at a fraction of the cost of a grass strip, according to a new leaflet from the Sports Council, which will be sent to education authorities and clubs next month.



The council points out that the standard of the typical grass wicket used by schools and clubs has declined sharply in recent years because of a shortage of money for upkeep and of skilled groundsmen. But the alternative is no longer the drab uniformity of bounce and behaviour produced by a concrete strip covered in matting. The modern artificial surface can be tuned to produce different degrees of speed and turn and, like a grass strip, its behaviour changes according to the weather. Three types of surface are available - synthetic grass of the type used on Queen's Park Rangers foot-

ball pitch, a smooth lino-like material made of PVC or polypropylene and a textured strip, also made of polypropylene, which looks like carpet tiles. The council says that artificial surfaces, though costing a little more than grass to install, yield a saving in maintenance costs of 90 per cent. Typically, a non-turf pitch costs £2,500 to £3,200 to lay but upkeep is no more than £270 a year. Another advantage is that an artificial pitch can be used immediately after it has stopped raining. Artificial surfaces have made the greatest strides in Nottinghamshire where since 1978, 141 have been laid on school cricket grounds. The number of grass squares has fallen from 137 to 22 in the same time. Mr Peter Dury, the county playing fields officer, estimates that the education authority is saving £100,000 a year in maintenance costs, while children have safer and better wickets on which to develop their game. He said the decision to switch over to non-turf pitches was made after a survey of county groundsmen revealed that only 20 out of 270 had a real interest in preparing grass wickets.

Cost Comparison: Grass cricket square v non-turf pitch

Grass cricket square	
Initial cost: £2,000 to £3,000 (depending on standard of sub-base, drainage)	
Maintenance costs per annum:	
General (mowing, brushing, spiking, scarifying and rolling)	£1,148
Pitch preparation for games	£1,223
Total maintenance per annum	£2,371
Non-turf pitch	
Initial cost: £2,500 to £3,200 (depending on standard of pitch)	
Maintenance costs per annum:	
General (marking out, brushing, rolling)	£177
Spring and autumn	£194
Total maintenance per annum	£371

### Schools may share one building

by Philip Venning  
Pupils from two, and possibly three, legally separate schools with their own staffs could end up sharing the same building temporarily under a new secondary reorganization plan for Cheltenham, Gloucestershire. Though the final outcome of the plan - the creation of an 11 to 16 comprehensive and a voluntary aided sixth form college - is unlikely to be controversial, the unorthodox transitional arrangements are being strongly opposed. Under the plan Pate's Girls' Grammar School, which is due to disappear in 1984, could find itself housing pupils from a new 11 to 16 comprehensive school, from a newly created but temporary grammar school (set up to meet the requirements of the 1980 Education Act), and possibly some older girls from the new sixth form college. The eventual aim is to establish a sixth form college in the buildings of the Cheltenham Boys' Grammar School, and an 11 to 16 comprehensive in those of Pate's girls' grammar. Both Cheltenham and Pate's are voluntary schools, part of a charitable foundation dating from 1574, with a tradition of academic success. Though the foundation's governors are unhappy about the proposal to abolish selection, they have accepted it is wanted by local people. Though they have agreed to cooperate with setting up and running the proposed sixth form college, they are determined that all the pupils at present in both boys' and girls' grammar schools should have a grammar school education until the age of 16. It is this principle, accepted by the local authority, which partly explains the complicated transitional arrangements. Because of changes in the 1980 Education Act, the former boys' and girls' grammar schools cannot simply wither away. A brand new legal entity, a coeducational grammar school for 11 to 16-year-old pupils from Cheltenham and Pate's schools, will have to be formed from the relics of the former schools until the final selective entry reaches the sixth form and the new school can be wound up. Boys will remain in the former Cheltenham grammar's buildings, while to start with the girls will stay in the former Pate's buildings. But they will not be alone there. In 1984 Oakley school, a secondary modern school in a social priority area with dilapidated buildings and falling rolls, will close. It will be replaced by a new 11 to 16 comprehensive which will eventually be based exclusively in the former Pate's buildings. But for the first few years some of its pupils - it is not clear how many - will continue in the former Oakley buildings which will still be used as an annex of the 11 to 16 school. This may depend partly on how quickly extra craft workshops are built at the former girls' grammar school. The third element of the plan is the creation of the sixth form college in the former Cheltenham school buildings. It will come into existence from the start of the plan in 1984, and the former grammar school sixth-formers will immediately become part of it. Until September 1985 the intention is that some of the former Pate's girls should continue their sixth form studies in the Pate's buildings, though they may all be found places in the college. This means that for one year at least the Pate's buildings could house the sixth form of two different schools during reorganization. It was by no means unusual for two schools to share the same premises. It had been done during the war, for example, by members of the new sixth form college, based in the former boys' grammar school. How this will work out in practice has yet to be discussed, but questions about how separate staffs, as well as pupils with different academic backgrounds, will coexist are already being asked. This week the governors of the Pate Foundation wrote to the local authority urging them to start talks about the details of the plan. Mr R.S. Kirk, chairman of the governors, said they were unhappy about the proposed interim arrangements. "I am firmly believe there is no way in which work with two schools in one building. I am pressing the county to provide temporary accommodation to get the girls out." Miss M.M. Moon, head of Pate's school, and shortly to become head of Girls, said that she did not favour a break at 16 anyway, and had grave doubts about the future of the 11 to 16 school. The transitional arrangements would depend on the staffing of the school. "When you let your imagination go on: the difficulties of running two schools in one building, the hazards stand out a mile." Though the head of Oakley school, Mr J. Jarvis, was pleased that after 16 years' discussions a joint organization plan had been agreed, he was apprehensive about what the transition would entail. It would depend on details of staffing and organization that had still to be worked out. But Mr R.D. Clark, Gloucestershire's chief education officer, said that the plan was not fundamentally different from the phasing out of other schools during reorganization. "It was by no means unusual for two schools to share the same premises. It had been done during the war, for example."

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### School to work

## The axe that may be turned against Tebbit

Edited by Mark Jackson

Is David Young out to change things at the Manpower Services Commission? He says, lightly: "Ask my officials."  
They are feeling a lot more secure than they were a few weeks ago, as are some of their friends in the nearby TUC Congress House and at the CBI's headquarters. They do not yet know whether the new chairman is going to be their man, but they are pretty sure he isn't Norman Tebbit's.

David Young, born 30 years ago in one of the more salubrious parts of London's East End - within the sound of Bow Bells but out of sight of the dole queues - looks very much what he is: an intelligent and cultivated man of the people who has made a lot of money out of free enterprise and believes it can reward the enterprising and the able.  
And he regards it as a public duty to help that process along as amiably and humanely as possible. At 16, he left a north London day school with matric to become an articled clerk in his solicitor uncle's office - "an apprentice, really". He did an LLB in his spare time and then went to work in Wolfson's Great Universal Stores, but left after a few years to start his own highly-successful construction and property group, which he sold later and then moved into international property financing.

Three months ago, Mr Norman Tebbit, the Employment Secretary, replaced the widely-respected chairman of the Manpower Services Commission with his own man, an affluent Tory property developer with an amateur's interest in training matters.  
The appointment of Mr David Young, made without consulting either the employers or the unions, aroused some vociferous anger and a good deal more quiet apprehension in the training world.  
Some openly dismissed him as Norman Tebbit's hatchet man, brought in to break up the powerful consensus machinery which has run the country's public training and employment services for nearly a decade. Many more, including educational groups working with the commission, feared that the appointment signalled a forced retreat from interventionist policies and a cutback in the commission's activities and autonomy.  
The new chairman's first hundred days have produced no actions to confirm these fears: on the contrary, Mr Young has thrown his whole weight behind the commission's successful attempt to enlarge the Government's youth training proposals into the biggest extension of education and training provision for a generation.

But is there a hatchet still tucked away under Mr Young's well-cut jacket? This week *The TES* took a look.  
And he confirms that the commission is preparing an alternative to the Prime Ministers own cherished proposal to spend big sums on creating more unpaid voluntary work for the unemployed. The commission's idea, already foreshadowed in *The TES*, is to use the money to pay the jobs properly to work part-time, and encourage them to devote the rest of the week to education or training.  
But the one area where he treads warily, for the present at least, is education. "We have a role in relation to the colleges," he says. "I would like to see, for instance, their performance measured by their success in placing their students. But the schools are the concern of the education service."  
"If they could be induced to devote more time to vocational preparation however, it would leave us to get on with actually training the youngsters after they leave."

Flat feet kept David Young out of the conscript army of the fifties: 20 years later he saw his political work as a delayed form of national service. Day and Sir Keith Joseph called him to the Tories' Centre for Political Studies to work, unpaid, on the blueprint for Britain's regeneration through market disciplines. It then led him into Whitehall after the 1979 election as Sir Keith's adviser at the Department of Industry. It was there that he attracted the attention of Norman Tebbit, then a junior minister.  
When Sir Keith moved to Education and Science last year Mr Young remained his adviser as well as working for the new Industry Secretary.  
So far Mr Young's experience of training had been as a leading lay officer in ORT, the Jewish-sponsored international vocational education and training foundation. In his short spell at the DES his main contribution was work on a student loans scheme.

So when his new appointment was announced officials suspected that it was because he reflected a Government ideology, that of the Tebbit-Joseph wing in particular, hostile to the commission's power. They recalled his main achievement at Industry, the planning of British Telecom, and wondered if they were going to be "liberalized" in the same way as the Post Office.  
The officials were not reassured when they heard Mr Young tell *The TES* during his first week that he thought he was there to bring "a bit of the real world" into MSC. It is probably now a remark he would like to forget.  
"But he did also say quietly that he was completely behind the aims of the MSC task group preparing an alternative to Mr Tebbit's youth training plans. He has since shown that he meant it, backing the commissioners in their fight to get the Government to accept some unpalatable demands - including one that he did not agree with, the retention of supplementary benefit rights for 16-year-olds."  
Discrepancy to be a declaration that he now sees his national service as working within the Conservative Party and specifically the manpower needs of the nation. They include an effective training system he has never doubted, but he says he is equally determined to maintain and improve the other side of the commission's employment services.  
"My job is to manage the commission in the very lucky position of taking over things on which most of the work has been done by my predecessors," he says.  
David Young thinks he may try to avoid the sometimes trenchant criticisms of Government policies which made Sir Richard O'Brien in the end, persona non grata. But his own approach to practical issues is likely to bring him on to a collision course with his former patrons before very long.

For instance, he dismisses with quick contempt, any possibility that the private agencies can take over the work of Jobcentres and appears to have quite different ideas from that of Sir Derek Rayner, the Prime Minister's adviser about how to profit from the staff work savings resulting from the introduction of voluntary registration for the unemployed.  
Sir Derek wants to cut staff: David Young says that they should be used to provide more counselling. And he is a staunch defender of PER, the MSC's professional recruitment agency, which Mr Tebbit would like to close or privatize.  
David Young feels that the pruning of skillcentres has gone far enough and that they have an enormously important part to play in the expansion of adult training and re-training. He wants to keep them open in the evenings (which could mean, in the end, that colleges will have to stay open, too).  
The dismantling of most of the industrial training boards was practically a *fait accompli*. But he says that he is very concerned to make sure there are proper arrangements in their place, and hints that he will press the Government if necessary to bring back statutory boards in particular sectors.  
Mr Young does support the Employment Secretary's Young Workers Scheme which subsidizes employers to take on school leavers at low wages - even though he admits that his information is that a large part of the subsidies are "deadweight", paid to bosses who would take on the youngsters without them.

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'Education is what Channel 4 is all about,' says Jeremy Isaacs, head of the new channel which is to start broadcasting early in November. His approach gives impact to the post of chief commissioning editor for education

## From cosy academe to knockabout telly

### Profile

Naomi McIntosh



When Naomi McIntosh got the job of chief commissioning editor for education at Channel 4 there was at first surprisingly little reaction. It was later that the appointment came to be seen as cautious. At first most general broadcasters admitted they had never heard of her and were merely curious, and specialist broadcasters and educationists tended to respond favourably.

One broadcaster suggests that the change in attitude coincided with the news that education was to receive 15 per cent - seven hours - of Channel 4 broadcasting time together with some of the best evening slots, which made the appointment far more significant and aroused a lot of resentment.

Jeremy Isaacs, head of Channel 4, who appointed her as chief commissioning editor, attributes the resentment to "the sheer volume of requests". It is, he says, "impossible to please everyone". There was also, he added, "this doty TV thing", which amounted to distrust of anyone who doesn't have broadcasting experience. Others explain it in feminist terms: "If she were a man she would be called 'dynamic'; as it is, the terms used are 'aggressive' and 'worse'", said one associate.

But it is probably in Isaacs' statement that "it is a difficult thing in a broadcasting channel to give educational broadcasts the right status", followed by "my opinion about education is what Channel 4 is all about" (or at least adult education, for Channel 4 is making few claims to school audiences) that the key to Ms McIntosh's difficulties is to be found. That, and an emotional personality which tends to face trouble head on and doesn't suffer opponents gladly.

What must have struck Ms McIntosh over the last year is that a lot of people feel they have a claim on educational broadcasting, and on Channel 4 educational broadcasting in particular. These include the IBA, which has an advisory committee structure set up to vet ITV education programmes; the ITV companies whose representatives sometimes appear to be under the impression that they can dictate editorial content of the series they prefer; and the multitude of agencies of formal and informal education.

**'If she were a man she would be called dynamic; as it is, the terms used are aggressive and worse.'**

The principle that Ms McIntosh, backed by Jeremy Isaacs, wants to establish is the independence of the new channel, a principle with which it is difficult to argue, though many might quarrel with their way of going into it.

Naomi McIntosh is very frank about her total dismay at the initial hostility. She relates a little bitterly how matters came to a head at last year's Edinburgh Festival when broadcasters chose to ignore her or snipe; one speaker stood up specially to comment that he was "underwhelmed" by the appointment.

She describes herself as a person who veers between complete lack of confidence and total confidence in a moment. But she also undoubtedly thrives on a fight. "Embellished but not beaten" is how one observer described her. And certainly embattled is how she has appeared during this year and last, but embattled may be her style and not her condition.

Rumours of verbal - she is devastatingly and abrasively articulate - and even physical fisticuffs follow her, giving the impression that in some areas she has become the person they love to hate. But others put a different complexion on her personality. Donald Gratton, Head of BBC Educational Broadcasting, describes her as "tough, uncompromising and totally unafraid", all qualities, which, as he points out, will stand her in good stead in the knockabout, competitive world of broadcasting. She is, he says, one of the few who could successfully make the transition from the relatively cosy academic life of a university to the world.

Apart from her abrasive style her disconcerting habit of personalizing every issue can be alienating, making her seem arrogant and insensitive. At a recent conference on broadcasting and youth, for example, she devoted a large proportion of her talk to the unemployment problems of her three sons, who, she said, were at that moment at home consuming innumerable cups of tea. She is a bad listener and her lectures can sometimes seem inappropriate for the audience.

Ms McIntosh was born in Highgate, north London, of a Czech mother and English father and doesn't like to go into the details of what she calls a very unhappy childhood. After university she began her career as a market researcher with Gallup where she met her second husband, Andrew McIntosh, later to become Labour group leader of the GLC. She then taught marketing at Enfield College of Technology and in 1969 joined the Open University as a research fellow. During the next 11 years she moved into positions of considerable influence at the OU, becoming pro-vice chancellor for student affairs and professor of applied social research.

One of her major achievements at the OU was the establishment of the university's database. Early on she recognized that unless comprehensive information on individual students was gathered it would be impossible for the OU to react to demands and correct failings. It was her research which enabled the OU to reply effectively to criticism that it was merely a middle-class institution and to react flexibly and quickly to student problems.

An ex-OU colleague felt that her chief failing at that time (and it is mentioned by many) was that she tended to take on too much: "She does three or four times more than most people". She is a member of the Advisory Council for Adult and Continuing Education, has been chairman of the National Gas Consumers Council and chairman of the National Society for Clean Air and has written extensively on adult education. At the OU she tended to

conduct "bombing raids" on the projects she had initiated because her other commitments prevented her from maintaining close day-to-day contact.

Ms McIntosh says that after 11 years at the OU she felt that she had achieved all she could there. The offer of the Channel 4 appointment came at the right moment. "I could have become the first woman head of a polytechnic," she says of her career, but without enthusiasm.

In reply to critics of her lack of broadcasting experience she cites her 11 years as "the voice of the user at the OU". Channel 4, she adds, is "a production channel and her job is to judge the purpose of a submission and predict its effect". Her reply strongly mirrors that of Jeremy Isaacs. She was given the job, he says, because of "her knowledge of the OU's success... her market research experience gave her good knowledge of the sort of audience we were likely to come across". Moreover, she knew about the politics of the educational world. Finally, he wanted "a different animal from the usual television animal".

Ms McIntosh has been described as "a number cruncher with a naive

**'The tendency has been to put educational broadcasts in graveyard slots and then to say that people don't want them.'**

dependence on the first and second correlation to get to the heart of the matter", but although this statement may be true, it could be misleading. It ignores her emotionalism - though the same person emphasized that she made an enormous emotional commitment to every project she was engaged in - and the fact that there is a strong ideological foundation to her convictions; she is also a political animal, a borough Labour councillor for some years, she once said of her life with Andrew McIntosh that "the whole of the GLC has passed through my living room".

Speaking recently at the National Film Theatre to an audience of broadcasters, she emphasized that "supply doesn't follow demand. You have to encourage demand". There was no evidence, she said, of demand before the OU was set up, but when people could see it the demand was enormous. Later she quoted Doris Lessing on "the wantlessness of the poor".

The impression is that, though large amounts of research have already been done to identify areas of need, research will only really come into its own when it is used to validate or to lay waste the first all-important, and to a large extent experimental, years of programming. A constant concern of hers is the poor public image of education. Education is not glamorous, she is often heard to comment. "The tendency has been to put educational broadcasts in graveyard slots and then to say that people don't want

them". These comments have led to fear that she might go in for popular, rather superficial submissions; but this criticism has been counteracted for the time being at least by her first programming announcement of a magazine series for the elderly.

Her apparent reluctance to face up to the nitty gritty of education has also been used to cast doubts on the quality and status of the back-up materials and services associated with Channel 4 education series. Does Ms McIntosh, as one ex-colleague suggested "really believe that TV programmes teach on their own?"

On this point she is contradictory. She describes "the current view that educational broadcasts have to be legitimized in terms of back-up and follow-up" and wants "television to be in the hands of people to do with it what they want". However, Ms McIntosh's OU years must have told her that television does not teach, or teaches very little in a cognitive sense, unless opportunities are created for feedback and for viewers to follow up interest created by the programmes.

The signs are that the opportunities are being created and may eventually be more extensive and imaginative than is generally realized, but at present this side of the operation, with almost impossible deadlines to meet, looks disorganized. It was only very recently, for example, that an education liaison officer, Derek Jones, was appointed to establish links with the world of education outside, and book publishers are being presented with virtually impossible deadlines.

Some of the battles for Channel 4's independence in the area of education at least appear to have been resolved. The IBA has agreed to validate separate areas of programming rather than individual series, for example. What cannot be judged is the quality of the programmes and materials and to some extent the nature of the education to be received. What is easy to forget is that just getting Channel 4 on the air has been a barely possible feat. Ten months is a desperately short time to create a television station.

Most people I talked to, even if surprised by the McIntosh appointment, did eventually admit they thought it would probably work. Donald Gratton considered that her great strength was her "total sincerity" concern for the user. Her weakness was her lack of broadcasting experience but "she is", he said, "totally on top in adult education". Another associate was confident that she would "get things going in new directions". This year viewers will see what those directions might be.

Carolyn O'Grady

## Training textbooks condemned

by Bert Lodge

A series of DES-funded textbooks for student teachers, prepared under the direction of Professor Ted Wragg of Exeter University and used by thousands of students and practising teachers, has been condemned by a group of teacher trainers at Bath University.

Calling themselves the Values in Education Research Group, Dr Cyril Selmes, Miss Mary Tasker, Dr Margaret Welden and Mr Jack Whitehead have produced a 40-page critique of the Teacher Education Project.

The project lasted from 1976, when Professor Wragg was at Nottingham University, until 1981. Hundreds of teachers and tutors collaborated in the research which produced, among other results, eight handbooks of classroom guidance with such practical titles as *Class Management and Control*, *Teaching Slow Learners and Handling Classroom Groups*. The series has recently been published by Longman.

The assumption behind teaching strategies suggested in one book, *Teaching Bright Pupils*, is "immoral" according to Miss Mary Tasker. "It is that academic ability guarantees personal power."

Another suggestion, that teachers have special sessions out of school for bright pupils is "disgraceful", Miss Tasker said. "Education should be playing its part in creating a less class-ridden society." In her view to give these materials to student teachers with little experience of the job or of the school system amounts to "indoctrination".

Dr Selmes finds most of the exercises offered in class management "banal and over-simplified" and objects to the "trivialization of ideas and values".

*Effective Questioning* appears to be entirely about technique with no reference to the philosophical issues involved, Dr Welden says. "There is no idea here that conversation might actually be a genuine dialogue in which teachers and pupils are relating to each other as human beings capable of asking genuine questions because they matter to them. All seems to have to be artificially contrived or managed."

The central defect of the manuals is that they are based on no identifiable set of values, the group says. "In its selection of content and approach and in its use of language the TEP presents a clear, albeit covert, ideological position which sees learning as essentially behaviourist, the individual child, as inherently manipulable and society as it is, not as it might be."

Professor Wragg denied this view that the series amounted to a mere value-free survival pack. "But if we first revealed in *The Guardian* had reached draft form, we had thousands requests for a copy, and thirds from practising teachers. It has been widely used on in-service courses, although we designed it for postgraduate student teachers. It had a massive feedback from the profession while it was still in draft form."

"By the title of their group, the people imply other people don't have values."

See Letters page 13

The Teacher Education Project handbooks will be reviewed shortly by the TES.

DES Teacher Education Project, a critical appraisal, Values in Education, Research Group, School of Education, The University, Bath, BA2 9AY.

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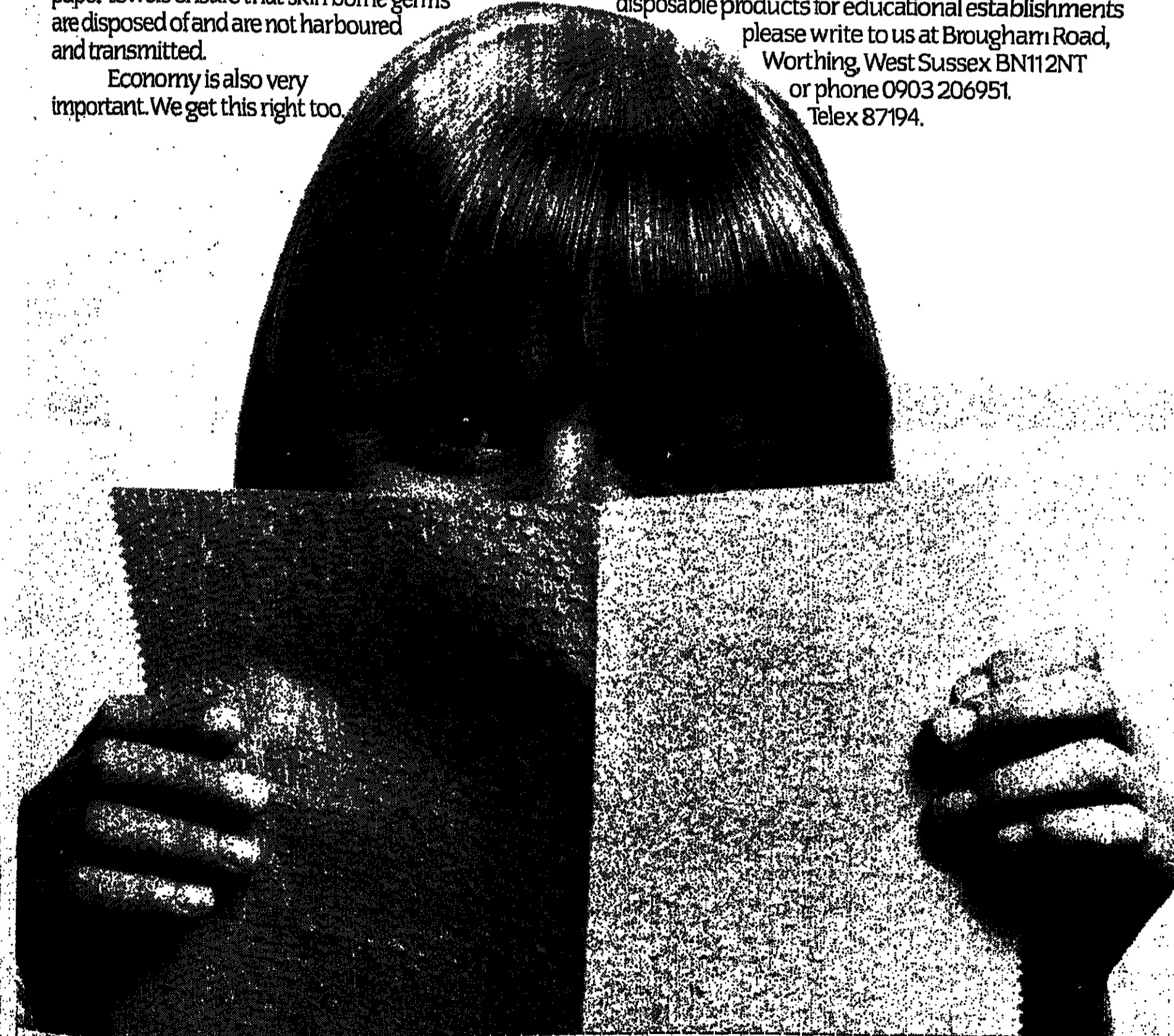
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Letters continued

Cosmetic dabs at the multicultural chalkface



The education of immigrants can no longer be regarded as one of education's fringe industries.

Sir - Recent statements made by Mr Timothy Raison, Minister of State at the Home Office, seem to me to be completely out of step with current thinking generally and indeed with other examples of government thinking in particular. I refer to "Pledge to boost ethnic grant" (TES, June 18) and the report of his comments to a teachers' meeting in the House of Commons, "Minister warns on multicultural" (TES, June 25).

With great magnanimity, Mr Raison tells us that spending under the Section 11 funding is to increase, that the 2 per cent requirement (of immigrants) and the 10-year rule are to be abolished and that rules have changed to embrace a wider definition of "Commonwealth immigrant". Talk about cosmetics! A decade or more ago these changes might have been welcomed as they probably fitted the face of things as they then were, ie the education of immigrants as a kind of fringe industry, a "problem" affecting only a certain number of schools in a certain number of local authorities. They would have offered a better deal to that kind of situation. Now the face of things has changed and it seems that Mr Raison is completely oblivious of the fact. I was amazed and dismayed that in spite of everything which has been expounded about multicultural education over recent years in the

press, the media of other kinds, the Schools Council reports, government documents even as far back as the Green Paper of 1977, a person representing the Government could be so narrow in his thinking and so lacking in understanding of the real issues. From his comments to the meeting of teachers, for example: ethnic minority groups have little enthusiasm for multicultural education - want a fairer society where their children make a success of things - don't want to go far down the path of cultural diversity - want good schools that prepare their children for the world in which we live - etc, it would appear the Mr Raison's concept of multicultural education is a kind of "black studies for blacks", a philosophy which some of us played with but have long since left behind. Most of us see multicultural education as an education for all children in all schools which reflects the pluralistic nature of the world in which we live and stresses the interdependence of nations and races. In other words it is education per se albeit with a new dimension and the norm is unity in diversity. Of course we all want a fairer society with equal opportunities for everyone regardless of colour, race or creed but how Mr Raison imagines that we can arrive at this goal or prepare children for the world in which we live without

Welter of waffle

Sir - I share with Frank Smith and his defenders (Letters, June 19) the desire that education should be an interesting, sentences meaningful to pupils enthusiastically. Few English teachers would quarrel with assumptions dimly discernible through the welter of waffle "Writing and the Writer". It is the author favours recognition of children's difficulties, rather than what they have to say, and encouragement of their impulse to communicate unthwarted by undue concern for details of presentation. There is much to be said for an order of priorities. Frank Smith offers no arguments for it, no illustrations of it, no ideas as to how it can be put into effect. Instead, we get pious narcissism and bogus philosophy; speculation that leads to where and random musings on unspecified marvels of the human brain. Teachers wishing to cite an established authority in defence of imagination and in opposition to Gradgrind deserve better than this. Must we admire pretentious anily merely because it is loud? Can we learn from the style of a thinker who states: "When I am done - whether by particular word, phrase, section, paragraph, section, chapter or to book as a whole - I can say what I have written what I wanted to say if what I have written conforms to the terms of the specification, it reads like what I intended to say". Sooner than follow Frank Smith's linguistic example, I would like to let lessons from the incredible talk

Primary past

Sir - It was good to read Ted Wragg's spirited defence of primary education and with it his message to the Three Stooges (June 25). It occurs to me that one further point can be added. Much as one detests taking any joy whatever from the Falklands expeditions, one point needs to be brought to the attention of our Ministers of Education in particular and the public at large generally. It has been acknowledged by the officers in charge of all the fighting men that our young soldiers, sailors and airmen fought with splendid discipline, spirit, tenacity and dogged determination. If we suppose that many of these young men are now between the ages of 18 and 21, then their years in the primary schools of this country lay between 1966 and 1976. Presumably their primary education, with its emphasis on developing the all round capabilities of each individual child, laid some foundation for those qualities which were to emerge in 1982. How does this accord with those views of primary education which have been dominant in the past two decades which label it as "the slapping of the 1960s" or "20 wasted years"?

find themselves working on their own against the mainstream of maths teaching. Other teachers may find their interest in adopting this style of teaching and learning is hampered by feeling isolated and unable to make changes within the structure of their established departments. However, we believe no matter what the method is, be it mixed-ability or setted from the first year, it is both possible and advantageous to introduce individual/advantage based learning. In order to not only encourage our own teaching but also to encourage other teachers interested in making similar changes, it is crucial to establish some way of exchanging our experiences and ideas. We hope our newsletter will provide such a forum. People interested in contributing to and receiving this newsletter, please contact us with your name, address, and ideas.

ter the third year, so that in the fourth year it is provided in only half the comprehensive schools of the country (Aspects of Secondary Education, HMSO 1979). In primary schools, adequate background in the subject is far weaker and it is essential that a programme of both in-service and initial training is available. The departments of religious studies in the institutions of higher education are a key factor in this provision. At the moment authorities are revising the numbers and balance of students in training in the light of the College Letter 2/82 and the expected report of ACSET to the Secretary of State. It would be tragic if the provision for religious education were seriously damaged because of random and uncoordinated cut-backs in courses. The Religious Studies section of NATEHE, among others, pressing the Secretary of State for some assurance that in the next stage of planning, some overall view and action is taken to ensure adequate provision for religious education.

Time for RE

Sir - Recent debates in Parliament and correspondence in the press suggest public concern about the place of religious education in the schools. In the past few years, a number of local authorities have produced or adopted new agreed syllabuses. These syllabuses are designed to help pupils both to understand the Christian traditions which underlie our own society and to enlarge their knowledge of, and sensitivity to, other world religions so that they can take their part in the multi-cultural world in which they are growing up. Religious education also has an important contribution to make to programmes of social and personal education, where pupils are developing a sense of personal and corporate identity and assimilating and evaluating beliefs and values. The subject can no longer be seen as advocating a narrow dogmatism, but rather as an important contribution to what the Pope, on his recent visit, described as the "completing of the person". To be educated is to be more fitted for life, to have a greater capacity for appreciating what life is, what it has to offer, and what the person has to offer in return to the wider society of man. At present, nearly 30 per cent of secondary religious education is undertaken by teachers with no qualifications in the subject, a figure higher than for any other subject. Partly because of this shortage of qualified staff, religious education gets written out of the timetable at

Needs of dyslexia

Sir - Mr Richard Parker takes Dr Harry Chasty to task (TES, May 28) for his reported criticism of a Dyslexia Institute conference, that he was "not very happy" about the Warnock committee's suggestion of a move away from astology towards the consideration of special education. He suggests that Dr Chasty should direct his efforts "towards ensuring that all teachers understand what is meant by special education and that they are adequately prepared to recognize and meet these needs when encountered". In this suggestion is the unwarranted assumption that, with proper training, the teacher can meet the needs of all children with learning difficulties. In a long experience of teaching children with severe learning problems, including those who have been classified as dyslexic, it is not primarily a case of having the proper training to meet the needs of such children; it is of being able to give them the necessary time in the classroom (usually through these boys are "children are something more than 'instruction processors'". They are feeling and emotional human beings, albeit immature, but a child's self-esteem plumps as he finds himself falling further and

Differing opinion

Sir - Professor Pollard (TES Letters June 11) is missing the point. "Hysterical" is an adjective which should be applied to Dr George Hughes's original article on To Kill a Mockingbird. ("Children often enjoy comics. Shall we see them set for O level next?") Correspondents, a mixture of students and teachers who had been directly involved in the close study of the novel, were pointing out that they did not agree with Dr Hughes's opinion.

Maths forum

Sir - We are two newly qualified maths teachers who would like to set up a newsletter about individual/resource based learning in maths education. Although many enthusiastic teachers have put a great deal of effort into this area, they tend to

Language choice

Sir - According to your summary (TES, June 11) of the Schools Council survey "Options for the Fourth", a way has been suggested of saving the second modern language, currently under threat: "Modern language teachers should be prepared to offer languages other than their main subject." In common with other linguists, I have heard this before, most recently from an HMI, and wonder what precisely it means. I teach French, but am prepared to teach German, too. My expertise in that language is not required, however, as the amount of German has been very much reduced in my school. I am also prepared to offer Russian, but my degree qualification and twenty years' experience in that language are not required either, as my school has recruited Russian from the curriculum. I suspect that many linguists are "prepared to offer" such second languages, but are increasingly being asked to teach ubiquitous French, introduced and extended by unimaginative authorities and heads. These powers that be are the people who need to be persuaded to save the second modern language. The teachers are prepared already, and waiting.

Language choice

MICHAEL J SMITH, Golden Hind Park, 11 Hob. Purley, Southampton.

PHILIP SEERWOOD, Headmaster, Burage, County Junior School, Hinkley, Leicestershire.

Chairman

LOIS BENYON, 18 Lyndor Road, Woolton, Liverpool 25

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Chairman, Studies Section of NATEHE, Hamilton House, Mableton Place, London WC1

features

Separate development

Are special units for disruptive pupils places where schools shrug off their failures or a caring way to give a fresh start? Should they be adjustment centres where pupils learn how to conform or pioneers or more relevant approaches to personal development?

Some reports (overleaf) on the way units work make it clear there is considerable distrust and misunderstanding between schools, units and their clients. With no obvious agreement on the purpose or methods of these units, and against the tide of integration for other children with special needs, the rapidly increasing numbers of such units is perhaps a measure of the desperation felt by some schools or education authorities.

But are units a permanent solution or just a way of shelving the problem? Glampfi Alhadeff, Paul Greenhalgh, Glyn Morgan and Nick Peacy all work in special units in London. Below they argue these centres should not be allowed to get beyond the experimental stage.



Special units for disruptive pupils can provide an invaluable service to individual young people, as well as giving support to schools. There are many ways in which such units can be improved but they should not be allowed to drift into becoming a sub-species of special education with few safeguards and resources built in. The difficulties begin at the point of referral. Local authorities lay down loose guidelines and some even attempt to define "disruptive". But the final definition is usually negotiated between school and unit. All too often, like a coin rejected from a pinball machine, a pupil rattles out of school carrying a definition "disruptive" which may or may not be applied to similar behaviour by other schools or by the unit staff. This means the label can cover anything from the near homicide of a teacher to the wearing of the wrong colour socks in defiance of the head's instructions. Definitions also get stretched when schools follow the all too natural desire to fill places in a unit if places exist. The justification for removal to a support unit is often that it is only temporary, that the pupil remain on the school roll and that the move is a caring action. Units are supposed to be in the business of reintegrating pupils into mainstream education. The theory is that a high teacher to pupil ratio coupled with the expertise of unit staff will enable young people who have had stormy lives and stormy school careers to see what has gone wrong and to make that adjustment they need to make to survive in school. But most units are dealing with fourth and fifth year pupils and their parents have often reached the end of the road, as far as school is concerned, and feel that the choice facing them is either a place in the unit or suspension.

So one of the ironies of the present situation is that in spite of the widespread acceptance of the recommendations of the Warnock Committee about the integration of children with special needs the number of pupils being educated outside mainstream schools continues to increase. In the 1970s the number of pupils placed in units rose from just over a hundred to well over 7,000. The single biggest increase followed the raising of the school leaving age but even now, in spite of cuts in education budgets, the expansion of units continues.

One danger is that the withdrawal of disruptive pupils from schools simply enables less conscientious teachers to ignore the need to rethink the best ways of meeting the educational and emotional needs of their pupils. Using units as convenient dumping grounds for the bored and disaffected may simply stop schools changing as they need to. It is not always like that. Schools have found withdrawing a small number has made life pleasanter and more productive for the majority of staff and pupils but this process has also revealed the inadequacies of what was being taught and the way it was taught. Disruptive minorities can be used as a scapegoat to conceal the deficiencies of the curriculum. Schools certainly need to reappraise what they do. We need a wider range of styles of education in the maintained system and a lot could be learnt from the new approaches developed by units. At their best, they are motivating pupils who previously were hostile to any learning and managing to inspire those pupils who were miserable in school. The range of these new approaches is very wide but most fourth and fifth formers in a special unit spend their mornings concentrating on literacy and numeracy, and life and social survival skills; rights, jobs, current affairs and health. Alongside this "core" other more formal subjects will be included, which may include almost every subject on the school curriculum, but limited quite severely by the skills of the staff and the facilities available; you do not find much science taught in units. CSE work is done with students who wish to tackle exams, sometimes in the centre, sometimes in liaison with schools or FE colleges. The curriculum reflects and reaffirms the student's own culture, and is often flexible enough in its content to meet not only individual but immediate needs - a group go on a diet - cue to do, audition. Similarly, attempts are made to integrate practical subjects into the living process: the cookery "lesson" happens on the day when students prepare their own lunch.

in a democracy. This does not mean that vast chunks of the teacher's authority and responsibilities are delegated to pupils at such meetings; more that a forum is provided for the discussion of problems and that such problems are thrashed out in a way that is seen to be fair.

One of the most demanding roles played by staff in units is often that of protector from the opprobrium of society. Having achieved an appalling reputation for crimes of one sort or another, youngsters' offences do not immediately cease as soon as they cross the unit's threshold. The job of the unit is not to protect the offender from blame, but to ensure that when someone is really trying to reform they are given a chance to make a fresh start. Employers-to-be, neighbours, teachers all have to be persuaded to take a risk. The risk the unit staff have to take with their own reputations adds to the stress of the job.

The way money and resources are provided for special units can be a lottery particularly over staff and buildings. One London unit, based in a Methodist chapel, has to close every time a funeral takes place. The isolation of staff in small units is a constant worry and in-service training for those working in such tiny institutions has not really been adequate anywhere in the country.

The danger is that, if money is spent to remedy such deficiencies, as it should be if off-site help for schools is to be maintained, the whole "unit business" will become petrified and self-protective. Units should be regarded as experimental; as ways of developing new approaches. Their success should be measured, not in narrow school-system terms such as headcounts of pupils re-integrated into school, but in terms of improving their pupils' chances in life.

The further development of isolated units would be a blind alley: not only in career terms for the teachers working in them but also in terms of the limited impact units in isolation can have on the problems of the education system. Whatever money is spent, there will never be enough units to take out all youngsters who are in trouble at school and to continue as if this is a possibility may well stop schools from changing as they need to.

The most useful thing that could happen would be for some unit teachers to go back into the schools to infect their colleagues with the successful approaches learnt from unit work, perhaps with permanent posts or (more likely) retaining an off-site post but spending a good percentage of their time in schools. Others, meanwhile should continue to develop effective ways of helping young people away from school.

This National Organization for Initiatives in Social Education (NOISE), a body for teachers in schools and special units, was recently set up to promote the wider use in schools of the approaches pioneered in units. The Chairman is Roger White, The Baywater Centre, 15 Baywater Avenue, Bristol 6.

Behavioral modification

Large numbers of special units claim to use behavioural modification, group therapy or counselling techniques though few of their staff have any formal training in them, according to a survey by Glampfi Alhadeff and Alan Holt. They located nearly 400 units in England and Wales, 213 of which took part in their survey. In nine cases out of ten, the units were involved in individual counselling of pupils. But only just over half the heads of these units had had any training in counselling and Alhadeff and Holt believe only about a fifth of these heads had any grasp of what counselling entailed. About two-thirds of the units used "group work" to discuss personal issues and intergroup relationships and just over half claimed to be using behaviour modification techniques. Alhadeff and Holt found 16 different titles in use, the name often reflecting the purpose for which the unit was set up. These included suspended pupils unit; persistent non-attenders unit; personal guidance unit; tutorial class; special care unit; withdrawal unit; education workshop or support unit; and special adjustment unit.

Behavioral modification

The majority (55 per cent) were not on the premises of a school and served more than one school though a third were attached within a school. Three-quarters dealt exclusively with secondary pupils and most concentrated on the 14 to 16 age group. The majority of units had fewer than 24 pupils though only one in 20 had over 40. The most common reasons given for referral to a unit was "anti-social behaviour" and "inability to cope with the pressure of school". Truancy was the third most popular reason. The survey also revealed that most of those who work in units are worried about the effect it will have on their careers; 82 per cent of the heads of units who replied were dissatisfied with the career structure that exists at present. They described their position as "a cul-de-sac", "a backwater in education", their experience as "alien to people in regular schools", and they existed at "the mucky end of the system". One head of a unit complained that "teachers with singular experience in a vital field of education do not find their way into management or administration." One headmistress in a school with a support unit wrote: "A school unit probably requires the best teachers in the school and such teachers should not be lost to the profession in general and to a greater number of children."

Educational backwaters

Though over three-quarters of unit heads would have liked to work in a mainstream school, less than half (48 per cent) of the teachers who left the units secured appointments in schools. Although 30 per cent wanted a pastoral job in a school, only 3 per cent got one.

# Back to school

**Diane Spencer visits two units where getting pupils back into mainstream schooling is the top priority**

High unemployment, underaged sex, VD, neurotic mothers, violent fathers, emotionally deprived and disturbed children — you might expect to find all that in Sunderland, in the raw North-East; but in Ilfracombe? In that pleasant summer resort which nestles among the coves and hills of north Devon?

The two towns also have in common special units for disruptive children which are surprisingly similar in philosophy and organization. The main difference is that the Hermitage special care unit in Ilfracombe serves the only comprehensive in the town, whereas Eastfield in Sunderland serves 23.

Both were set up in response to the growing number of children who were disrupting other pupils' education, and whom teachers were increasingly unwilling to teach.

John Hunkin, second deputy head of Ilfracombe school, who set up the unit five years ago, and Mike Vening, adviser for special educational services in Sunderland, and former head of the unit founded in 1974, both thought the goal was to get the children back into mainstream schooling as soon as possible.

When the units first opened, aggressive fourth and fifth-formers were their first customers. They often finished their schooling there, but now more third, second and even first years go to the Hermitage and Eastfield, spending an average of two terms there.

In Sunderland, the school day begins officially at nine, but most of the pupils arrive soon after the doors of the unit open at eight. It is a time to chat, play table tennis or work on making wooden clothes horses and bread boards as part of a work experience project. Jo Wilson, head of the unit, thinks this can be the most valuable part of what is usually an exhausting day.

The unit is housed in a former Catholic lower school which once held 300. Consequently, the four staff and, at most, 16 boys and girls have plenty of space. Next term they will be moving to smaller premises.

Work begins with English taken by Jo Wilson. Everyone does it along with maths, pottery or craft and games and they keep up options started at school. Jo Wilson tries to make the curriculum and organization as close as possible to school — even to the extent of giving a boring lesson — because that is what they will have to face sometimes when they return.

"It is easy not to ask too much of them, and to structure the day to minimize the hassles. But you can't do that," she said. Gardening, for example, was not a soft option. Hard work on the allotment is backed up with theory in class.

Eastfield, like the Hermitage, uses behaviour modification techniques, a "token economy" system of rewards and punishments. Pupils are given points for punctuality, hard work in class, doing tasks which they can "spend" on playing games during break, buying their craft work, and with their parents' permission, smoking. (Not in Ilfracombe where school rules forbid smoking completely.) "Remember, swearing costs you your break," warns a poster in the recreation room at Eastfield. At the Hermitage they can use these points to buy themselves out of lessons to play cards or Monopoly or to go riding. At nine o'clock in Ilfracombe, Eileen Pollard, head of the unit, kicks off with a group meeting which discusses the behaviour of individual members the previous day and sometimes leads to a session on analysing personalities. Her colleague, George Atkinson, also joins in.

"Who would you trust with your money?" "Fred."

"Yes, I've got him too; who would you trust with your cigarettes?"

"Not you Eileen, but I might trust George." (He has given up smoking.) A similar group meeting occurs on Friday afternoon in Sunderland.

In the Hermitage, a modern hut next to a play group and community centre about a mile from the main school, the six boys and four



PHOTOS BY C CUTHBERT

girls then get down to more conventional work. All follow a basic curriculum but with a more restricted set of options than Eastfield as they do not have the same generous allowances for staff or equipment.

Eastfield has a computer and a minibus; the Hermitage has neither craft, pottery nor computer and has to share the main school's minibus and pay mileage.

The curriculum in both places is by no means as complete as it would be in mainstream schooling, a criticism taken on the chin by Mike Vening in Sunderland. He pointed out that many of these teenagers had not been given access to the full range of subjects while they were at school in any case. "The science teacher might exclude them because of dangers in the lab, the woodwork teacher thought of the sharp tools they might use, and the modern languages and RE teachers didn't want them because they gave them hell."

"We do art CSE with all our kids. Some of them come out of the unit with more than they would have achieved at school," one girl at Eastfield now takes typing lessons, which she enjoys but could not have at school because the teacher excluded her. She loves Eastfield. They all seem to; and in Ilfracombe they are equally fond of the Hermitage.

So, how do the staff get them back into school? And how do the pupils get there in the first place?

Both units have a lengthy and highly structured method of referral and they rely heavily on parental cooperation. "We've only had to twist one or two arms," Mike Vening said. He thought it was a myth that those ending up in the unit were physically violent. "Usually, the teacher hits first. They were usually referred for being persistently disobedient, late, disrupting lessons, being noisy, splitting, kicking other children, or their behaviour was



Mechanics and relaxation in Eastfield Sunderland

totally inappropriate: they ignored the silence rule in libraries, safety rules in labs, or smoking on buses.

Some were casualties of a personality clash; they were badly handled or victimized by a teacher. "I identify disruptive teachers as well as 'disruptive children,'" said Mike Vening. Both he and John Hunkin recognized that these teachers needed help and support just as much as the children.

In Ilfracombe, the girls at present in the unit are there mainly at their parents' request as they are beyond their control. John Hunkin usually resists this kind of pressure unless he thinks a spell in the unit might help. "We are not in the business of being substitute parents."

The depth of emotional deprivation in the town surprised him when he took up his

appointment nearly 10 years ago after teaching in London's East End. During the winter parents have more time for their children, whereas in the summer they are too busy making money from cafes and hotels.

One 12-year-old was allowed to roam the streets and ended up with VD. The reputation it gave her made it difficult for her to mix with her former classmates so she is in the unit. But she works hard and is not at all "disruptive."

A 14-year-old boy, classified as the clown of the class, used to vanish after registering for the morning and go to his 24-year-old girl friend in the town, returning in the afternoon. His mother colluded with his absence and his father used to beat him and recommended the school do the same. "He was living an adult life, so school meant nothing to him," said John Hunkin. Now a year later he seems to enjoy his days at the unit and hopes to go into the army, although he still thrives on shouting off to a new audience.

He has his counterpart in Sunderland, a young man who used to frighten teachers by hurling chairs across the classroom. His friend has already had two abortions and hated being treated like a child in school, Jo Wilson explained.

In Sunderland, the school contract to take back pupils when parents, teachers in the unit and the liaison teacher at the main school and the child all agree the time is right. A threat to misbehave badly on returning to their old school so they could be sent back to Jo Wilson. But all but one settled down in the end.

Eileen Pollard confessed she feels really anxious for the first week when they go back to school — on much the same procedure as Eastfield. "It's the mother hen in me," said Sunderland; they have the option of returning back for half a day, or at lunch time to "Hello." A lot do, even after they have left school.

Many of the messages pupils pick up about units are confusing and conflicting Rod Ling finds

## Punishment or cure?

Alan was suspended from school at the age of 13 after a lengthy period of irregular attendance characterized by a general indifference to school authority and the sanctions that underpin it. However it was not directly as a result of truancy or indifference that he was suspended but because of his own native sense of justice.

"They said I'd been wagging it but I hadn't — not that time. I really was ill, my mum knew. I'd had the cane before, loads of times, but I wasn't going to have it for something I hadn't done. So they said if I wasn't going to have the cane they would expel me."

Alan was referred, within a few weeks, to the Victoria educational guidance centre. He was fortunate. With suspensions and other referrals far outnumbering the places available in such special units, many must spend a considerable period of time at home.

These units operate under the influence of two major objectives: ensure that a pattern of regular attendance is achieved and any behavioural difficulties controlled and to return the pupil to school. To a large extent these objectives are in tension if not contradictory. The fact is, referral to such a unit is perceived, whether accurately or not, as a punishment.

"This was certainly the case with Alan. 'I thought this place would be terrible — full of bullies, hard cases. I thought it would be a lot of work, I didn't want to come.'"

Given these misgivings it is essential that the unit staff attempt to allay these fears. Thus the staff endeavour to establish close and positive relationships and to stress the more tangible advantages that units have in relation to school such as the greater frequency of outings and access to recreational facilities like the ubiquitous pool table and table tennis.

But having persuaded the pupil that there are positive reasons for attending and participating the unit staff must then persuade him or her that it is also in their own interests to want to leave. It is the case of course that not all need much persuasion. Some are acutely embarrassed at having to attend the unit and prefer to be with "their mates" while others may feel they have simply outgrown it. On the whole however, these are in the minority and whatever the attractions of school they are normally outweighed by the negative feelings the pupils have. So the staff must attempt to alter these perceptions which in many cases, are, of course, related to the behaviour for which they were sent there in the first place.

Despite the fact that Alan had been suspended his old school agreed to co-operate in the attempts to return him over a period of time. Alan has great regard for the unit staff but they could not persuade him that a return to school was desirable. Conscious that a straight refusal would jeopardise his place at the unit his response was a strategy designed to frustrate and delay the process. In conversation with two other boys facing a similar problem Alan advised: "Ask them for just half a day when they want to increase it (time in school). Build it up slowly like I did."

"I still want it from school even though I'm supposed to be in three days a week. Today I said I forgot to go and came here. I didn't really but I knew they'd let me stay. Yesterday I just went in for the afternoon."

However far the unit goes in order to improve communications it still sees things differently from school. The school subject teachers for instance may not appreciate the significance of or feel they have the time to complete the report form in the way that the unit staff would hope. The pupil then receives a misleading picture of progress until some incident results in the school sending other more direct channels and reveals a fundamentally different picture.

More important still than the difference in the ordering of priorities may be the actual

conflict of values between the school and the unit. Although the unit accepts the necessity of being a resource for schools it is aggressively independent in its insistence on adopting a basically positive approach to the disruptive pupil. The school, in contrast, may well be at best indifferent to him and at worst openly hostile. While the Victoria Centre staff were trying to encourage Alan to welcome a return to school his experiences there were working in the opposite direction.

"They still punish me when I go to school. They say I can't do community service, and I can't play for the football team. I'm in a lower class now — the work is easy."

At other times the school may actually collude with the pupil in reducing the amount of time spent in school:

"On Fridays I was most of the craft lesson to get to the Victoria early. They don't mind (school staff) — they fill in the form for me."

Peer-group sub-culture is particularly adept at inverting the values espoused by schools and in large measure carried over into the unit. Thus just as the caned pupil in school may find his standing improved among his fellow pupils so too for the miscreant sent to a unit.

"Since I came here the kids at school think I'm hard. I just feel big. It's silly 'cos I know I'm not really."

In addition the pupil is immersed in a wider, and more pervasive class based culture and this too will often rework the "messages" that the unit staff are promoting into something quite different. A good example of this concerns the way in which the pupil views adult motives. Alan as with many others was surprised by his initial experience at the unit. In the past he had been caned and then suspended for truancy and truculent behaviour. He assumed that the unit would entail more of the same. Instead he discovered that it meant something different and despite his doubts he responded to the readiness of the staff to treat him as a responsible person.

"It's difficult to say what it is that's different about them (unit staff). It's just the way they treat you — I can't say what it is really but they're soft here. If money goes missing at school they'd make sure you were punished even if some who hadn't done it were caught. Here they'd not do that. They just talk to you about it."

Alan is saying here that the approach within the school does in fact make more sense to him than the humanitarian and progressive code of the unit. In order to continue to enjoy the advantages that this code brings it is reworked into something that neutralizes much of its impact — it is "soft".

Eventually with all time delaying tactics exhausted Alan left the centre. Even then he and others were invited to return (school permitting) to the unit for one day a week. This visitor status was the final incentive that could be offered in order to make the return to school a success.

On one of these occasions Alan described how he was struggling along not really deriving

much pleasure from school but enjoying compensations where he could.

"There's something to look forward to every day now. Monday there's PE. Tuesday games. Wednesday I'm here. Thursday games and Friday it's community service — up at the old bags' home, doing their shopping for them."

His attendance became more irregular however before he left school at Easter.

How should we view Alan then and others like him? Is he a success or a failure for the unit? He did return to school though it would be difficult to argue that his attitudes towards school had changed; he certainly doesn't think so. He did not get into any more serious trouble or at least none that he is prepared to admit to but how important was the detention centre experience in this regard? Moreover his attendance on returning proved to be sporadic and appears to have been designed simply to "keep them off my back." He managed to get a job in a lollipop factory but gave it up and is currently unemployed.

On the other hand he likes and is liked by

the staff at the centre. He still visits them and knows he will be welcomed and treated as a responsible person. While at the unit he participated in many activities he would not normally have experienced and impressed many people by the way he responded.

This then is the reality. However committed, skilful, innovative are the staff in disruptive units, they are always constrained by the norms and values of the wider world. It is to this world view or culture that they must remain sensitive even as they attempt to define what it is that constitutes success (and therefore failure) in their work. It is the work of the unit to provide the conditions in which such self-awareness might be stimulated. For what it is worth, I feel that the unit did achieve considerable success with Alan although this was sometimes in spite of its stated intentions. It is unlikely however that this verdict would be a unanimous one.

Rod Ling is a research student at Aston University investigating units for disruptive pupils.

Parents are afraid units will become dumping grounds Sandra Hempel reports

## Soft suspensions

Haringey education authority proposed to set up special units for pupils with emotional and behavioural difficulties in all its secondary schools in 1980.

Described as a support service for pupils with special needs, the declared aim was to help those whose behaviour was temporarily disordered, as well as those who could be described as seriously maladjusted.

An existing unit at Drayton School, together with a special school for maladjusted children, and some off-site units, including a centre for children who had been suspended were all to be incorporated in the new system, providing it was claimed, a total support service in the borough.

"The units would have been half-way houses, providing a way back into the mainstream for those in special schools and a safety net for those who might otherwise have been suspended from school," said Richard Jones, Haringey's deputy chief education officer.

The plans attracted support from the education committee, but were shelved. Although not officially rejected, no attempt has been made to resurrect them or replace them in the foreseeable future. The idea was quietly dropped after fierce opposition from the well-organized Haringey Black Parents' Pressure Group, backed by the local National Union of Teachers.

Michael Vance, a teacher at Tottenham School and spokesman for the HBPPG, said that parents were worried that the units would simply become dumping grounds for those children who were regarded by teachers as a nuisance. That worry was exacerbated because the units would have been on-site.

"It was just a way of hiding the problems," he said. "We were concerned because prior to these proposals, Haringey had a high rate of suspensions and a disproportionate number of them were black children."

"We want something done to tackle the root causes of the problems of these children and to find out how they can be helped within the mainstream of the school. We saw these units as a quick, easy alternative to suspension for the schools."

He claims that one Haringey school suspended 12 pupils in the past two years and ten of them were black.

"It is not discrimination but it is a pressure that the schools create, pushing all children to conform, which some kids just cannot cope with."

The objectors were also afraid that very little education would go on inside the units. "West Indians value traditional education very highly and many parents were worried that their kids would see the units as simply a way of avoiding working."

As well as disliking the basic philosophy of the scheme, Mr Vance says that parents' experiences at Drayton School and another school, Somers, which also already has a unit, led them to fear that there would be no proper consultation or monitoring. The group leafleted the area and a subsequent meeting was attended by 80 parents.

The Haringey Teachers' Association also came out against the scheme, largely, according to Tony Brockman, its secretary, because it was felt that the plans had not been properly thought out. "We were worried that it was not made clear that the purpose of the units was to return the children as soon as possible to the mainstream."

"We wanted to see something with clear principles expressed rather than this approach of just muddling through. There is a problem here as in every inner city area and a well-thought out scheme could be helpful."

In fact the association called for the authority to transfer the funds allocated to the scheme to the schools.

Glenys Atkinson was chairman of the Haringey education committee when the proposals were being discussed. She feels that young people in Haringey could have been helped by the scheme and regrets that despite strong attempts on both sides to find a solution, the gap remained.

"There are obviously, in the Warnock sense, children with special needs, not all of which are physical. Some pupils cannot cope with being in a large class and they need the help that a small group and a teacher with special skills can give them in order to be able to return to the main class."

She claims there were safeguards in the scheme that would have quelled fears about creating dumping grounds for pupils who did not conform and leaving them without support.

"We planned a series of case conferences over a period of time so that a range of people including psychologists, education officers, teachers and parents could be consulted and a range of different possible solutions could have been discussed."

"Some supporters of the scheme question how representative the HBPPG is of parents' views in the borough. The opinions of all parents were never canvassed and some accuse the politicians of evading in when faced with opposition from a small, articulate and politically-motivated section of the community."

Mrs Atkinson says, however, that the gap between the education committee and the HBPPG was such that the scheme would have been unworkable had they tried to introduce it. "The pressure group felt that black children would be singled out and that the image would be that of black children doing badly at school. In the end, as we tried to talk it through, the original aim of helping individual children just got lost. It came down to the fact that they just did not trust us enough."



A maths class in Ilfracombe







books

Children's literature

Finding fathers

Geoff Fox

**Father Unknown.** By Christine Puleth-Thompson. Dobson £4.95. 0 234 722827.  
**Nobody's Perfect.** By Jacqueline Wilson. Oxford £5.95. 0 19 271463 5.  
**Solomon's Child.** By Mavis Thorpe Clunk. Hutchinson of Australia £4.95. 0 19 137840 0.  
**The Soutar Retrospective.** By Ian Strachan. Oxford £5.95. 0 19 271464 3.  
**The Sylvia Game.** By Vivien Alcock. Methuen £5.50. 0 416 21930 6.

"My mother's in hospital," I explained. "I am sorry," he said. "Nothing serious, I hope?" "She was run over by a bus," I said. He looked totally disbelieving. "Did you know that your O level results were the best ever achieved by the school?" he asked next. And I thought, this isn't happening...

But it is happening. Even in this time of severely restricted paperback publishing, the author of *Father Unknown* can get away with dialogue like this. Admittedly, Sandra is going through a difficult patch: intelligent, upper-class Maurice whom she met over the washing-up at the cafe has used her. Mother has attempted suicide; she has attempted suicide; and her father she had ever known turns out to be a wretched disappointment when she hunts him down.

Readers familiar with the *Travails of Tracey* in the teenage magazines can probably fill in the rest, for this is a photo-story without the pictures. It is almost impossible to read aloud - there are no ellisions where the rhythms of speech demand them, and conversations have as much energy as a chat between Janet and John. Who would say (quite seriously) "My O levels draw near", and which headmaster would pop round to the house of a possible entrant to his sixth form college to suggest, "I

want you to try for an unconditional offer to Oxford?"

Finding Father is the quest shared by the heroines of these five stories. The first person narrative of *Nobody's Perfect* is sustained by a rather wearing liveliness (what Jackie *et al* used to call "daffiness"), though this is relieved by some welcome self-mockery. Sandra is faced by some of the standard hurdles of the obstacle course of fictional adolescence: gropes from acne-ridden youths in the back seat of the car, the moment when you recognize Mum's vulnerability ("It made her look ugly and childish and I suddenly loved her"). Father, once found, is another sad let-down. The attractions of the book lie in a straightforward plot, particularly enlivened by the entertaining, if unlikely, Michael, whom Sandra literally trips over in the British Museum; and Jacqueline Wilson is especially good at the venomous malice of other, harder-bitten girls. An easy, and very probably a popular, read.

The heroine of *Solomon's Child* displays a bright, Aussie resilience through a series of experiences which might have led Job to call it a day. Her unmarried parents have lived together in Melbourne throughout her 13 years, only for her father to return to his pommy wife. After the break-up, Jude is caught shuffling, assaults another girl in a jealous struggle over a boy, tangles with the law again when she wrecks a car borrowed without permission, and is tempted by a drug pusher; and her Mum drinks. Rites of passage aren't getting any easier. Perhaps sated with Narnia or Kirrin Island, readers often relish this kind of world: "Just like real life," they say, and ask for more. *The Fingert* is the trendsetter here; and like Zindel's protagonists, Jude and her friends are not altogether sympathetic characters. The dilemma facing Jude's parents is strongly drawn - both care for her and their concern engages a reader's interest in how things work out for Jude. Mavis Thorpe Clark takes on some tricky issues - rather too many, perhaps - but there is a sense of authorial integrity throughout the novel.

*The Soutar Retrospective* is also not short on incident. Dan Soutar left home when Kate was small because his painting had become as inhibited as his domestic life. He has become successful and Kate, now in her mid-teens, is invited to visit him in Cornwall where a retrospective exhibition is being prepared. Things move rapidly beyond the Tamar; Kate meets the cool, elegant Céline, with whom she feels she is in competition for her father's interest; she is fascinated by working-class, motor-bike cowboy Rod, a contrast to well-bred, iron-repairing David. There is nude bathing at a beach barbecue, shenanigans in the public swimming pool after dark involving Kate with the police, and a clandestine party at the gallery on the eve of the exhibition resulting in a fire which destroys almost all the paintings. Phlegmatically, Dan declares he is now more motivated to paint again (honestly!). These set pieces (another echo of Zindel here!) drive the book along and the shifting interplay between father, mother and daughter is absorbing enough to prevent the plot seeming obtrusive or mechanical.

Vivien Alcock's Emily in *The Sylvia Game* is searching for her father (another, less successful, painter) only in the sense that his sudden affluence and secrecy suggest that he is caught up in crime of some sort. Emily and her father take a holiday near Bourne mouth (which the dust-jacket blithely places in Devon). Emily's sleuthing in pursuit of her father (is he a brilliant forger?) draws her into some taut adventures involving Oliver, the high-born but lonely son of Sir Richard Mallerton (a touch of the aristocratic eastards) and Kevin, the low-born lad who works at the hotel and who knows his way around. What makes *The Sylvia Game* much the most readable of the five books is the suspense created by the tight, often surprising, plot; and above all a comic tone which inflates the characters to slightly larger than life size and which precludes the ponderous and the synthetic; and so avoids the rather knowing suggestion that Our Author understands just what hell it is to be a teenage girl.



Design for a cottage at Littleworth Cross for H Mangles, Esq: one of Edwin Lutyens's earliest drawings and one which may well have been shown at that first meeting with Gertrude Jekyll "at a tea-table, the silver kettle and the conversation reflecting rhododendrons". The story of the working partnership between the two great designers, gardener and architect, is told in *Gardens of a Golden Afternoon* (Allen Lane £12.95). If the soft-toned colour plates and the minutely descriptive horticultural detail in word and plan fulfil the promise of its glowing title, then Jane Brown's text also fluently and perceptively charts the progress of that "central idea beautifully phrased" as Lutyens in 1908 described that rare inter-fertilization between colour, light and form in sap and stone that characterized over 100 of their joint projects. Hilary Finch

Quality and style

**Mathematics for Technicians Level 1.** By D J Hancock. Granada £3.95. 0 246 11537 8.  
**Technical Mathematics 2nd Level.** By F J Garlick and J R M Barnes. McGraw-Hill £4.95 07 084644 8.  
**Algebra for Technicians.** By J O Bird and A J C May. Longman £4.50. 0 582 41258 7.  
**Mechanical and Engineering Principles.** By Ken Smith. Volume 1 £4.50. 0 273 01601 6. Volume 2 £4.50. 0 273 01674 1.  
**Engineering Science Volume 2.** By D Tiberington and J G Rimmer. McGraw-Hill £4.25 07 084646 4.

understanding of adequate revision. Perhaps the "best buy" is the McGraw-Hill work with its somewhat fuller text and a distinctly clearer page layout, but students will be well served by any of these series.

Similarly, the allied science is worthily treated and presented in the remaining books, throughout which good mathematical skills are essential. Mr Smith offers "a simple and concise explanation of mechanical engineering principles to meet the objectives of units in Engineering Science and Mechanical Science up to Certificate level". In volume one he deals with statics and dynamics. First come ideas of force and equilibrium, including such facets as the centroid and frameworks; a section on the effects of load on engineering components includes stress and strain, and the bending of beams; and considerations of dynamics involve friction, machines, motion and energy.

Volume 2 applies the principles to the behaviour of fluids, with basic hydrostatics and hydrodynamics associated with thermodynamics and the relevant instrumentation in an integrated, coherent, treatment. A fair standard of numeracy is called for, and it would be interesting to learn if many colleges are dealing with particular levels of mathematics before the corresponding levels of technology.

Whether this is so or not, students will need a good appreciation of the geometry and elementary calculus before proceeding far with the engineering science at level 3. Messrs Tiberington and Rimmer have a comprehensive text for this level, one indeed which includes some material not vitally essential for the revised unit. As in Mr Smith's books, energy, power and their applications play a large part, and there are satisfactory numerical problems, some in the form of worked examples.

F W Kellaway

Economic forecast

**Radical Economics.** By Bruce McFarlane. Croom Helm £14.95.

highly sophisticated, attempt to answer trivial questions; and that it assumes that capitalism is the only possible form of economic organization.

The increasing interest in radical economics has generated a spate of publications. In the latest, Professor McFarlane, who is Professor of Politics at the University of Adelaide, argues that orthodox economics is becoming increasingly irrelevant, as the subject has failed to explain how the contemporary capitalist system works; that its techniques, although

The author shows how Marxist economics applies to present issues, and examines aspects of the Communist Bloc's economic system. Vastly erudite and hyperbolic, McFarlane denies Lord Ballough's claim that "the purpose of economic theory is to make those who are comfortable feel comfortable".

David Whitehead

Among this week's contributors:

Tom Corte is general editor of the Cambridge History First Series.  
Geoff Fox lectures at the School of Education, Royal University.  
Robert Fox has recently been covering the Falklands war for the BBC.  
Harry Judge is director of the Institute of Education Studies, Oxford.  
John Messenger is a senior lecturer in zoology at Sheffield University.  
David Nokes lectures in English literature at King's College, London.

Reading



Photograph by Jennifer Bates

Decoding to delight

Mike Taylor on developments in the teaching of reading

The teaching of reading can no longer be regarded simply as an exercise in basic skills. It is beginning to be seen as a complex process in which children are encouraged to behave like true readers - browsing, choosing, skimming, discriminating, savouring, retrieving and reflecting - refining their mental strategies and mechanical skills in context as they did when they learned to talk. The history of this shift in emphasis and its implications for extending reading are worth a moment's thought.

Concern has been regularly voiced about the inability of some pupils to transfer and generalise their reading skills beyond the average reading schema. Some teachers recognized this at the "nine-plus plateau" - the stage at which many children's reading scores jumped once comprehension (as opposed to word recognition) assumed dominance in the standardized reading tests used to track pupils' progress.

Early responses to this challenge asked schools to the importance of "reading extension" and "higher-order reading skills". In retrospect, the simple of terms was significant. The first, with its suggestion of mental building, and the second, of building at thin-stred mountain peaks, were reflections of the view that growth in reading was largely hierarchical, and that a prerequisite for progress up the slopes was plenty of practice on the training back at base.

that comprehension and real-life reading strategies could only assume the focus of teaching after children had been taught to read. Prophets of the psychological perspective, such as Ronald Morris, with their pleas for the primacy of meaning in early reading tended to be ignored. Prevailing infant methods earned a temporary reprieve.

The second danger was that the approach reflected the "scientism" of the times. Current classifications of higher order reading had a seductive clarity, and their detailed catalogues of dependent behaviours seemed to endorse a pedagogy mirroring that in initial teaching - a pattern of pseudo-contextualised sub-skill training based on graded materials, games and exercises.

School reading policies (where they existed) and commercial materials reflected this emphasis. Publishers rapidly added incremental super-structures to existing schemes. Books of comprehension exercises acquired new rationales through a spiralling emphasis on literal, inferential and critical responses to text.

Some schools developed advanced reading routes where pupils stepped across from the structured safety of (say) Ladybird on to the ascending rungs of an "S.R.A. Laboratory. More recently, Ginn 360 has continued this tradition with 13 levels of core readers each with its support system of spirit masters.

Latterly, however, there has been an increase in evidence which shows up the shortcomings of many of these "with their prescribed pathways and general 'technicisms' of the reading process. Newer insights into the processes of initial reading acquisition have blurred many of the old boundaries between the beginning and the extending stages. Comprehension, in the sense of an active engagement with the meaning of a text, is increasingly seen as a necessary precursor to decoding and not vice-versa. Language experience and literacy

formalised into more manageable and secure techniques. Russell Stauffer, Chris Walker and the Open University were pioneers with their development of group cloze, sequencing, and prediction activities along with other practical ideas for focused group discussion of shared reading. More recently still, other interesting ideas for investigating or celebrating a shared text have been noted in the TES; see, for instance, Geoff Fox's *Thirty Six Things To Do With a Poem* and Bill Deller's *Twenty Two Varieties for Comprehension Work*.

Most interesting of all, the Schools Council team based at Nottingham have refined their own directed group reading activities (D.A.R.T.S.) which have proved highly successful in raising reading (and thereby learning) achievements across the secondary curriculum.

In all these approaches there is a welcome shift from the "minimum requirement" syndrome of written answers toward the greater investment required when readers in pairs or groups are refining meaning in the crucible of collaborative chatter. We have to face the growing evidence that training in skills such as locating and surveying texts, skimming indexes, and taking notes, only really pays off when it is embedded in genuine enquiry and shared purpose. Moira McKenzie's excellent classroom videos from the ILBA offer a convincing demonstration of

how extending literacy can become a product of varied activities. There are a number of implications from all this. If, as the Extending Beginning Reading Project suggests, teachers are to use their time more effectively to allow longer discussion sessions with fluent (silent) readers, they will also have to become acquainted with a wider variety of children's books. Perhaps in-service planners should switch their thinking from "extending reading" to "extending teachers as readers!"

There is also a continuing stream of commercially inspired learning materials, each new pack proclaiming itself the total panacea. Some of this deserves a place in the classroom, preferably in single copies, to give ideas. Other materials could be purchased in small sets for group reading (*Tales* Ward Lock, *Storyhouse* Oxford, *Take-Pair Books* Ward Lock), group discussion (*Scope for Reading* Holmes, McDougal, *Stretch* Gill and Macmillan), or examples of useful techniques (*Directions* Oliver and Boyd, *Find Out For Yourself* Ward Lock).

Published materials can never lead the way, however. We need to learn the uncomfortable lesson that, despite their apparently impeccable credentials, too many extended reading kits, structured series and course books in the past, may have been, as Margaret Spencer puts it, training children to compete in the penultimate, rather than the penultimate, offer a convincing demonstration of

that comprehension and real-life reading strategies could only assume the focus of teaching after children had been taught to read. Prophets of the psychological perspective, such as Ronald Morris, with their pleas for the primacy of meaning in early reading tended to be ignored. Prevailing infant methods earned a temporary reprieve.

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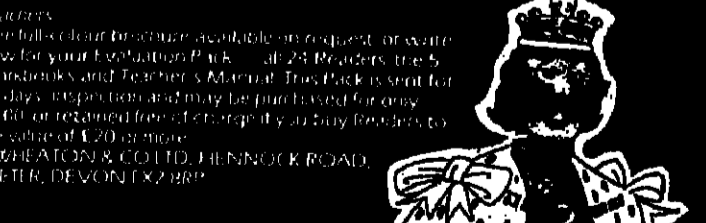


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## extra 19 ways to share a novel

Geoff Fox outlines some ideas

There is a fair amount of lore about what to do with a shared novel when the class has finished the book: activities for groups or individuals involving discussion, writing, drama, visual arts or tape recording. Deciding what to do with the text along the way can prove more difficult.

Certainly, there are those fine experiences with a class when nothing but the text will do, every day until it's finished, but as any classroom teacher knows, the fact that *The Machine-Gunners* did the trick this year is no guarantee for next. With many novels, there is a need for activities which will not interrupt the flow of the story but which, to the contrary, will draw readers more closely into the narrative and increase their pleasure in the book.

The means of "getting the book read" can of course be varied: prepared sections read by class members, students in small groups reading to each other, taped sections (more intriguing with "unknown" voices rather than the teacher's), children reading the dialogue, visiting readers such as student-teachers from local colleges or colleagues willing to Cox-and-Box fine periods, silent reading alternating with shared "highlights" of the text - all can provide variety alongside a basic pattern of a teacher reading aloud.

Beyond this, however, it may be useful to offer a checklist of activities which might keep readers pleasantly engaged with a text. The suggestions are drawn from practice ranging from middle school classrooms to undergraduate literature seminars. The rationale which underpins the list is based upon the processes committed readers seem to be involved in when reading alone - processes which often occur simultaneously and which may or may not be conscious.

Good readers seem regularly to be engaged in anticipation and re-reading; in making images and pictures in their minds - whose strength may be visual or emotional, or both; in allowing their own experiences to interplay with those offered by the text, for comparison or confirmation of both experiences and text; in bringing their judgment to bear upon the way in which the story is being told - its descriptive power, characterization, structure, humour liveliness of dialogue, for example. If these processes are those of the good reader, what can we do in our classrooms to enhance the pleasure of a shared text for those who do not yet see themselves as people who enjoy reading?

In the suggestions which follow, no claim is made for originality and, clearly, any single technique can be overworked. The hope is that such a list might be of use to the beginning teacher and perhaps serve as an aide memoire to the experienced when the pressures of teaching preclude inventiveness.

1. Short term anticipation: break up the reading at appropriate points with "What do you think will happen next/when...?" questions. Students might jot for three or four minutes, share ideas with neighbours, speculate as a class - or any combination of these.

2. Long term anticipation - what Frank Kermode calls "exercising our sense of an ending" - in suggesting that at some level we are constantly speculating about eventual outcomes here is: "How do you think things will end?" but this can be modified in relation to the futures of individuals.

3. Recapping on chapters recently read: refocusing questions either from the teacher or - often more genuine and surprising in what emerges - questions devised by individuals or groups for other members of the class. In the process, idiosyncratic perceptions and plain misunderstandings frequently become evident. 4. Students re-tell the recent story by means of a "game" in which the teacher points to one pupil who begins to recap but stops abruptly when the moving finger points elsewhere. The finger moves unpredictably and rests for quite widely different intervals. Any suggestion of a test here is obviously self-defeating in terms of enjoying the novel. 5. A wallchart to reflect a chapter. Groups of, say, three students decide on an important quotation (not more than about ten words) from a chapter recently completed. Each group contributes that quotation to the wallchart, justifying their choice. Wallcharts accumulate as the book progresses.

6. Group or class role-play/improvisation recapping or even anticipation of a scene. (eg the strike meeting in *Bonnie & Clyde*).

7. Groups or individuals sum up what's happened in cartoon form. Captions or balloons for "says" and "thinks" are valuable. Readers are encouraged by this means to reflect on what is important to them in the story. This approach is perhaps most suitable for younger or less able pupils. 8. Since students often "tune out" from stories when they confuse, or never establish, the relationships between characters, a Family Tree, gradually completed as a wall-poster, can be a useful reference point throughout the reading of the novel. 9. Time Lines. Chronological charts of events, brought up-to-date as the story progresses, particularly useful in a novel or when events take place over a long span or occur very rapidly and with complexity over a short span. 10. For the many "journey" or "quest" novels which make good class readers, or for those stories where a locale is very important, a developing wall map of the territory as it is covered. 11. Lightning sketches of characters, settings or incidents, to sharpen the contrast, then with other students' pictures. Creative drawings at this point seem counter-productive, inhibiting those who are poor artists ("Can't draw, Miss") and also tending to delay the reading of the novel unhelpfully. 12. Wallcharts of short quotations from the text-to-date which capture the essence of a character or theme.



13. Television or radio interviews in which characters in the book are asked about events or for their opinions (it seems best to move gradually from factual to more evaluative questions). Depending on the ability of the class, characters may be role-played by individual class members, by three pupils making a composite character whom they have studied together, by the teacher or by classroom "visitors".

14. Extracts from different characters' diaries or journals, which might include guesses about what might happen, plans etc., as well as accounts of reflections upon things past. Intriguing because of the limited perspective of any one character. 15. In character, pupils write impressions of another character in a form appropriate to the novel. (For example, a report written to the Archmage by one of the teaching mages of Roke about the youthful God in *A Wizard of Earthsea* or Carrie's Nick's first letter home from *Carrie's War*.)

16. What comments or suggestions would students like to make to particular characters in this book about their past or future actions? Jottings, letters, talk with neighbours, all-class discussion could be used. 17. What's caught the imagination so far? Place, character, event, object, idea? Jot notes or lists and share ideas or perhaps, store in notebooks for students' own writing later.

18. Teacher role-plays the author and makes comments about the book so far. The "author" does not tell them what's going to happen. (The activity is somewhat suspect on literary grounds, but it does give the class a chance to explore their feelings about the book and to ask genuine questions.)

19. Reading journals. (Perhaps the most useful single strategy in this list - many of the suggestions above could be incorporated into the journal; this approach has been fully described by David Jackson in *Children's Literature in Action* Vol 11 No 4, reprinted in part in the Open University Inset Pack, *Children, Language and Literature* reviewed in this Extra.) Students are urged to respond in any way they choose, to the novel including, if they wish, speculations about their future, judgments, comparisons with their own experience, illustrations of characters, exploring moments or themes from the book. Most pupils need help to get started on this: for some it will be new, others need to "re-learn" the more objective mode of the book report. Initially class time would probably be needed but as the practice becomes familiar, some students may choose to maintain their journals as and when they think appropriate and the writing, which will vary in length, can then be done out of class. Teacher comments (if any) are of course of the sharing rather than the evaluative kind. \* I am particularly grateful to Judith Atkinson and Annabel Charles for some ideas drawn from their current classroom practice. I would very much like to hear from any correspondents who have suggestions to add to the list. (Address: School of Education, St Luke's, Exeter University, Exeter, Devon EX1 2LU.)

These can perhaps be begun after a few chapters and added to as the novel develops. Groups might "adopt" a character or theme and keep track of developments by means of their chart.

20. In a second year class in a comprehensive school serving a mining community, a history lesson is in progress. Pupils work in pairs or groups of three studying an extract on the topic. They are not reading the textbook itself, though multiple copies are available. Each pupil has been provided with a copy of the extract. These copies are being carefully scrutinized. Certain parts are read and re-read. They are discussed. Then they are marked; sentences are underlined, some in one colour, some in another. The pupils are finding those parts of the text which give them information about the effects of the plague on the workers, specifically: the effects the plague had on their lives and circumstances, how they felt about the change, and what action they took. This framework which is used for directing their study of the text.

In a regional ASE workshop, a group of science teachers and lecturers work on an extract from a biology textbook. It is descriptive of the structure of the tooth. The teachers also use a framework for their analysis of the passage. They are finding those parts of the text which give information about the nature of the tooth, and the location, properties and function of these whole class together.

The text analysis and marking is frequently followed by an appropriate synthesizing activity. In some lessons this will be in the form of a plenary session in which ideas are pooled, reviewed and perhaps revised. In other cases it will be a writing exercise. More frequently, in the sciences and humanities especially, the information is summarized in a table or diagram. The history lesson was one of two involving the close reading of a complete chapter, in which the effects of the plague on both workers and rulers was the focus of study. What was learned was summarized in a two column table in which the contrasts were clearly represented. The study of the extract on tooth structure was followed by the construction of a table showing the location, properties, and function of each part of the tooth. When this extract has been used with pupils, the table completion is preceded by the completion of the labels on a drawing of the cross section of the tooth which is

R. S. Gurney

## Quiver full of darts

Florence Davies on Reading for Learning in the Secondary School

Traditionally, when pupils study written material from textbooks or literature, they are directed by teacher questions. Teacher questioning is either oral, as in a class discussion, or written-type exercises, with the questions pre-set by the teacher or textbook writer. Pupil response to the text is clearly circumscribed: it involves the more-or-less accurate answering of a random set of questions.

In sharp contrast to traditional practice is an approach to text-study which involves pupils in asking their own questions about the passage being studied. This is the approach developed at Nottingham University by the Schools Council project "Reading for Learning in the Secondary School".

Teachers working with the project provide pupils with an outline "map" of the key information or themes in the text as a whole. This map is used by pupils as a framework for their own direct analysis of the text. Pupils collaborate in filling-in the map or framework, asking their own questions and answering them through repeated reference to the passage itself, to each other and to the teacher.

The text-study methods of the project are known as Directed Activities Related to Text, or Darts. They are applicable at all levels of education and in a wide variety of contexts. They have been developed in classrooms across the curriculum in different parts of the country and recently by a member of the project team in China. Some typical lessons/workshops illustrating the approach in a variety of situations are described below.

In a second year class in a comprehensive school serving a mining community, a history lesson is in progress. Pupils work in pairs or groups of three studying an extract on the topic. They are not reading the textbook itself, though multiple copies are available. Each pupil has been provided with a copy of the extract. These copies are being carefully scrutinized. Certain parts are read and re-read. They are discussed. Then they are marked; sentences are underlined, some in one colour, some in another. The pupils are finding those parts of the text which give them information about the effects of the plague on the workers, specifically: the effects the plague had on their lives and circumstances, how they felt about the change, and what action they took. This framework which is used for directing their study of the text.

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fulfills his role - (how he investigates and comes to conclusions). When they have marked critical parts of the text they will write their own endings from the point of view of the narrator. In a Shanghai High School in China in March of this year a class of fifteen years olds studying English for eight hours a week is given copies of the same extract. These pupils have not been studying plot structure, though a number have read the abridged Sherlock Holmes stories which are so popular here. However, for all pupils this extract from the original will be very demanding. The class teacher identifies over 30 "new" words in the short passage. These are therefore introduced in context, at the beginning of the lesson. Pupils are then given essentially the same task as the English pupils. They work in pairs marking the text before writing their own endings to the episode.

Chinese lectures of English attending an eight week British Council course at the Shanghai Foreign Language Institute also use the marking and labelling techniques for their analysis of a wide range of texts which might be appropriate for their students who will subsequently become interpreters, translators or teachers of English. The need for methods which are equally applicable to the study of literary, scientific, historical or social/political material is quickly recognized by the lecturers. Amongst the many texts they work on is the tooth structure text.

What are the common features of these workshops and lessons which are being implemented across subject areas, at different levels of education, and in different geographical/cultural communities? How are the lessons/workshops planned and implemented? How do they differ from traditional text-based lessons?

In all of the lessons/workshops described, the first step in lesson preparation was the selection of an extract considered significant or essential in the context of overall curriculum objectives. The extracts which are marked by students, are "key" extracts which will be filed and used subsequently for revision or review. When copyright clearance has been obtained from the publisher, the outline map or framework for the text-study is worked out. The lesson/workshop itself follows a consistent pattern. After an introduction in which the purpose of the activity is discussed, the text is usually read aloud. Students then work in pairs or small groups analysing and marking the text using the framework given by the teacher. Discussion is an integral part of the text study as it provides participants with immediate and continuous feedback on their interpretation of the text. It is also an important source of information for the teacher. The teacher monitors the discussion and intervenes where necessary, sometimes drawing the whole class together.

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The given episode had ended with the narrator, Dr Watson, waiting in the hut as footsteps approach. Two Chinese pupils describe Watson's initial encounter with the person who approaches: "Suddenly the figure was in front of me." "The unknown seemed to step forward." English pupils write: "A dark figure seemed to rise up." "My heart leapt within me as a dark figure entered the room." Both groups portray Watson's reaction as a mixture of fear and courage. A Chinese pupil writes "I hesitated for a moment and then had the courage to follow the man." An English pupil: "For one moment I was frightened, I quivered. Then my courage returned." For both English and Chinese pupils the most popular conclusion to the episode is the appearance of Holmes. One Chinese pupil writes: "Behind the tree came Sherlock Holmes with his smoking pistol in his right hand." Another: "Suddenly I heard the sound of familiar footsteps." An English pupil writes: "My heart sank as a well-known voice broke the silence - it was Sherlock."

It seems that when readers of widely varying backgrounds use a framework, and the pupils are encouraged to direct their study of a text, they manage to get inside it and to perceive it as a whole.

The approach to text-study described here, is not, of course with-out precedent. For generations, individual teachers with confidence in their own and their students' ability to come to grips with written material have developed methods which have encouraged direct text-study. But the development of an extensive set of techniques, of which the examples above are only a small sample, is new. So too is the use of these

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October 1982 192pp 216 x 138 435 10161 7 paper about £3.95 net

### Towards Independent Reading

M: NEVILLE and A. K. PUGH

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1982 128pp 216 x 138 435 10722 4 paper £3.95 net

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Send for inspection copies and a free copy of the teacher's leaflet to A & C Black, Howard Road, Eaton Spout, Huntingdon, Cambs. PE19 3E2 (we regret the cassette is not available on inspection).

A & C Black

continued on page 33



Margaret Spencer

At this time of year I read more than a hundred essays on the teaching of reading and brood on the future of the writers, mostly young teachers at the end of their training. In their crowded programme, whether one-year, three or four, there never seems to be enough time for them to see the whole process of a child's learning, from the first contact with print to the liberation of "going it alone". (Given the stress laid on the importance of literacy you'd think this might be made a kind of statement of intent, or promissory notes, about what the writers will do when they meet their first pupils and set them on the road to literacy, or how they will succour those who have somehow fallen behind and are in need of "extra help".)

Most of the scripts have generous quotations from Marie Clay and a resounding confidence that things will go according to her developmental plan. Frank Smith and Don Holdaway are more in evidence this year. I wish that a sudden general conversion to Kenneth Goodman's miscue analysis (the effect of *Extending Beginning Reading?*) could be accompanied by more accurate linguistic understanding. Still distressed by the amount of faith the inexperienced place in "reading age", I vow, despite the safeguards of the examination system that won't let me, that next year I'll mark down everyone who assumes that the best way to begin to help children to read is to give them a test.

Some observations reveal that the writers have seen the learning process at work. A log book that has clearly been carried to school once a week for several months and written up in the bus on the way back reports, after six difficult lessons: "John found that place for himself today. He said 'Don't tell me', twice." An "observer" works close to a child and watches what she actually does when the teacher says: "Use the rule." An encounter with *The Three Billy Goats Gruff* is detailed in a way that shows both the learner and the teacher discovering something about reading for the first time. When I listen to those who have been brave enough to send in tape recordings of their lessons to illustrate their writing, I find an actuality that no composition taken solely from even the best books can ever match. The variability, the irregularity, the intensity of the activity, the richness of individual differences in the face of print are the things that strike me. I wish all the writers could read one another's essays, for then they would discover the importance for most teachers, and pupils of being part of a genuine reading community that actively encourages and displays the skills it values.

New teachers are reading beginners. Like their pupils they are discovering what they understand in the midst of instruction from others.

Powerful models can be daunting. The experienced practitioners have virtually forgotten the way by which they arrived at their "method" and expect to deliver their wisdom as a complete package to the probationer who is already inclined to believe that reading teaching is a matter of discovering the right "approach" or "scheme". I hope that those established teachers who welcome my essay writers in September will assure them that no one teaches a class of thirty children to read all on her own. The support of advisers and in-service training is crucial. A supply of good books from the library service helps to offset the imperious authority of the entrenched school "expert". A workshop at the teachers' centre can show how some common reading experience and sequential ordering are necessary in every "individualized" reading programme. The first move for the tiro is to find out who the allies are; the next is to enter into partnership with them on behalf of the learners.

The most natural support, and the most neglected, comes from the parents. After all, they have the highest expectations of teachers and in their eyes even the newest member of staff is an expert. What's more, they are keen to be put to work, if only because they believe they have handed over their child as an individual to a formal institution that makes implicit judgments about the adequacy of the children's home backgrounds. All parents want their children to learn to read. What they want to know is, what should they do? In 1977 John and Elizabeth Newsom reported that 80 per cent of the parents they interviewed in Nottingham were helping their children and there is no reason to suppose that fewer are doing it now. A child's reading process is one of the tangible ways by which parents judge their child's success in school.

If we could see parents as partners in the reading enterprise, the children could only benefit. But partnership means sharing, and in reading that the roles are different but have to be equally valued. Parents are uneasy when the educational establishment puts on its front of exclusive expertise and gives them only subsidiary duties, such as "hearing" the child read the few lines from the reading book each night, learning spellings at weekends, or recognizing words on cut up pieces of card sent home in a tin. The present generation of parents went to school in the post-television era. They stayed in school longer than any parents before them. They believe that they can learn to help, even if it means watching the Open University programmes on top of everything else. They don't want to be the teacher, to cut across her activities or approach; but they have a fair sense of their understanding of the importance of literacy. If they think the teacher is being casual or inefficient their help at home may seem even more important. The evidence available suggests that parents are not generally "pushy", for all that

teachers sometimes think they are. Some partnerships are already active. Parent-teacher associations ask for workshop evenings where members can discuss the school's reading policy, examine the books and ask if comics are frowned upon. The best help is informed help, but again, lectures to parents rarely answer the questions, and actively soliciting questions on radio phone-ins I know that many anxieties are suppressed in public meetings in case they reveal ignorance or seem silly. "Is it alright if he just looks at the pictures?" "What do I say when she asks me what a word is?" "Why doesn't he learn the alphabet?" "Should I buy the next book in the reading scheme and practise it?" "The teacher says he's just himself and we can't expect him to be otherwise. What does that mean?" are the beginnings of a list that shows how parents' understanding of what a child has to do is beset with suspicions that somewhere there is a rule about how helping should proceed.

The best documented partnership is the Haringey experiment carried out by Barbara Tizard and her colleagues. In *Involving Parents in Nursery and Infant Schools* (Barbara Tizard, Jo Martimore and Betty Burachall, Grant McIntyre 1981), Jenny Hewison discusses parent involvement and offers practical advice to teachers to explain the school's reading policy, notably that individual interviews are always better than group meetings. She says that "the kind of advice that parents welcome most is what to do when their child makes a mistake, or stops reading at a word he does not know. It can be suggested first of all that they wait a moment or two before saying anything, to allow the child time to self-correct, or to work out what the word might be for himself." If advice of this kind is given with a sense of shared expertise, then the parent enters the scheme confidently.

The most common questions parents ask after "what do I do?" are about books: what should a child of a given age be reading? A helpful list of what to look for in the library or to buy together with the child after a browse round a book shop is appreciated by parents who are made uneasy by the apparent abundance of texts, picture books especially, and afraid of making "wrong" choices. Compiling a list keeps teachers up-to-date. The most successful parent-teacher co-operation, running the school book shop, has made Jill Bennett's *Learning to Read with Picture Books* a practical possibility.

Parents are happy to help with regular reading practice. But I also hope they will be encouraged to look for wider variety of texts when they encourage their children to read and not simply accept the school's view of what is "suitable". Successful readers recall clearly their insatiable early appetite for print and the generous support of friendly adults who didn't worry about their mispronunciations or the possibility of a book being too difficult. At home children can read a book more than once. There is time for it to become a friend, a solace, when it might seem banished at school where there is always the next book waiting. The best lesson of all is in the invitation, at home or at school, to behave like a reader, to discuss what you've read, to help with family or social group reading of maps, announcements and newspapers. When the teacher can make space in lessons for reading alone out of school, the gap closes between "real" reading - wherever you think that happens - and the other kind.

If parents become more involved, does this mean the burden of responsibility for their children's success or failure falls on them? Doesn't that put some children even more at risk? I think not. When parents are part of what they see as the most significant thing a school first does for their children, the teachers are bound to take greater care and to come to a deeper understanding of the educational significance of the skills they are developing.

*Learning to Read* by Margaret Spencer (Meek) is published by the Bodley Head.

times, the  
circumstance 8 n.  
present time 121 n.

educational  
influential 178 adj.  
informative 524 adj.  
educational 534 adj.  
pedagogic 537 adj.  
scholastic 539 adj.

supplement  
increment 36 n.  
augment 36 vb.  
adorned 40 n.  
make complete

sequel 57 n.

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Last week the Microelectronics in Education Programme presented its achievements to a large audience of educationists and information technologists. Jack Cross discusses a MEP - subsidized project and Carolyn O'Grady summarises the director's progress report.

## School-based programs

It is now widely held that of all the institutions which have received funding under the DES Microelectronics in Education Programme (MEP), three have emerged as being the most creative and productive. These are Chelsea College, the Investigations into Teaching with Microelectronics as an Aid unit (anonym TMA) at the College of St. Mark and St. John in Plymouth, and King Edward VI Five Ways School, Birmingham.

The last of these is unique in that not only was the work mainly done in a school but the unit has moved out from under the school's protective roof to become Five Ways Software, an establishment which, as MEP funding runs down (as it was always intended to do), is moving tentatively toward commercial independence.

Its products, which include some of the most powerful, robust and extensively tested educational software in the business, are being marketed by Heinemann Computers in Education. A further distinction - and an important one, according to its Director, Tony Clements - is that most of its programming is done by pupils; the average age of the staff is about 20.

Their first publicly-released CAL packages came out last September and included the following:

- Physiological Simulation. This biology program for 13-18 year-olds has received the highest praise both from practising teachers and computing experts. The user plays the role of the brain; the computer simulates the body. The problem is for the brain to keep the organism alive by balancing such factors as oxygen debt and water loss, while it is performing a number of selected tasks, from sleeping to cross-country running.
- Spelling. This enables pupils of 11 and over to practise reading a thesaurus, a timer, a gauge, a burr, a stop-watch, a stamper, and a micro-timer; as every teacher knows, the test device can be expensive, breakable, difficult for class-handling or simply, and often, in short supply.

Other programs in this first issue dealt with *Mathematical Estimation and Approximation*, *Transverse and Longitudinal Wave Forms* (notorious for its difficulty to demonstrate in the laboratory) and *Climate Recognition*, a tedious and time-consuming study when carried out through the media



of blackboard and notebook. In July the Five Ways mobile road show will be travelling the country - complete with its own tamping buffet - promoting its second issue of new material. There will be full-day presentations in five of the MEP Regional Information Centres (for itineraries, see below), to which they have invited advisers from the regions and from individual i.e.a.s.; a number of the latter have shown an interest in bulk purchase of CAL materials in order to stimulate and assist schools in their areas.

The nine packages might, because of their variety, have been selected solely to demonstrate the versatility of computer-assisted learning. They teach aspects of accountancy; the use of chemical symbols and formulae, the formation of images by lens and mirrors, and elementary meteorology. *Hydrogen Spectrum* is a dynamic model designed for 'A' level Physics students. *Respondex* and *Comprenex* deal with French verb formation and provide comprehension exercises as well as structured practice in grammar and vocabulary. They have been written either for Apple II or the 3802; shortly they will be available for both.

All have been developed in response to requests from outside the unit, mostly from individual subject teachers. After receiving a rough idea about what was wanted the whole process - from discussion between teacher and programmer, programmer and unit's designer, through the production of trial programs, modifications to meet the originator's aims, the production of technical documentation and acceptance as a

polished program by the Software Manager (Andy Moore, aged 22) - is supposed to take between four and 12 weeks, depending on the complexity of the task.

Five Ways is more than a production unit; it is a novel kind of educational institution in itself. Its six Junior Programmers, who are given an enormous amount of autonomy and personal responsibility, are youngsters on short-term contracts during "the year between". The manner of their recruitment demonstrates educational truths as novel and valuable as the material they produce. All applicants receive a letter from Tony Clements, in which he tells them they can ignore three common misconceptions. "You do not need to (i) be male, (ii) be good at maths or (iii) have studied computer science."

He believes that subject to be irrelevant and inevitably out of date and that only a handful of people in schools ever get the chance to write anything in a guided way and a disciplined environment. He is particularly vocal about girls' disadvantages - boys dominate the equipment, women teachers are always a small minority on computer courses, they seem to be conditioned against innovation - "If we went on paper qualifications we'd be throwing away 30% of the age-group from the beginning."

They are therefore a mixed lot, with qualifications anywhere between Oxbridge scholarships and a handful of CSEs, interests in classical music or punk. "But," says Clements, "they are a team - a couple of whizz-kid programmers, two or three

Approaches to Urban Education. This presents a range of work on community involvement, curriculum development and political action in response to the economic decline and urban deprivation of inner city areas. One section, presented by the ILBA's Centre for Urban Educational Studies, deals with the urban landscape. Another is a guide to the work of the Nottingham Urban Studies Centre in London (19 panels 30" x 30" and 17 panels 30" x 20").

who have a special interest in graphic display and design and one who has a degree in English."

Graham Taylor, of Heinemann Computers in Education, is very much aware of the commercial realities. "Skill in itself will not ensure survival of units like this. Five Ways produces clever programs with clear, well-designed, foolproof instructional literature, as consumer-response shows. But, Tony Clements is in the same position as any small independent publisher who handles ink-on-paper material. He has to make the sales of his first wave of products pay for further research, development and production.

"The market for software, as for text-books, is depressed. Say there are 10,000 potential outlets (8,000 schools, 2,000 colleges of various kinds); if you sell something to one in ten you're doing well. Users always expect software to be cheaper than it really is (the new packs will cost either £12.50 or £20, depending on whether they have been MEP-sponsored or not) and a lot of schools can produce inferior d.i.y. material for much less. Which doesn't mean we don't have the same exciting vision of the future as Tony Clements does; it's important to be long-sighted and see that people like him don't lose out in the short-run."

They are therefore a mixed lot, with qualifications anywhere between Oxbridge scholarships and a handful of CSEs, interests in classical music or punk. "But," says Clements, "they are a team - a couple of whizz-kid programmers, two or three

An exhibition of photographs, montages, cartoons, and collage, made by the Hackney Flashers, a women's collective. The myths of motherhood are juxtaposed against moves towards community and shared childcare (29 laminated panels 30" x 20").

Family, Fantasy and Photography. An exhibition by The Polytechnic of Central London. It looks at how the family is visually represented, while at the same time highlighting the connections between professional practices in photography and ways in which photographs are viewed (70 laminated panels 28" x 20" - also available in sections).

100 Months of Women's Liberation with Spira Rib Magazine. This documents how Spira Rib has developed as a forum for women, and the different ways its contributors have chosen to document, illustrate and explore women's liberation issues.

Hirelan fees are negotiable. Information from the Cockpit Gallery, Cockpit Arts Workshop (Annex), Princeton Street, London WC1. 01-495 3334.

## resources MEP's Open Day

Over 300 separate programs have been prepared during the first year of the Microelectronic in Education Project - 30 of them to go with the primary Micros in Schools scheme, said Richard Fothergill, Director of the MEP speaking at a special presentation in London last week. The presentation was chaired by Sir Keith Joseph.

Three centres are being supported by MEP - Chelsea College, London, Five Ways Software (see Jack Cross's article) and ITMA. Five commercial publishers are associated with MEP programs and negotiations are underway with others. The sale price to schools of the programs produced in considerably subsidised.

Software is also being developed at MEP regional centres said Mr Fothergill and other materials include eight videotapes, marketed by the ILEA learning resource centre, which form an introduction to computing and training materials produced in association with the Department of Industry's Micros in Schools scheme. Each school receiving a micro-computer under the scheme can send two teachers on a four-day introductory course for which INPUT materials have been designed.

An extensive self-study kit is being prepared for two teachers from each primary school which takes advantage of the scheme when it is extended to that sector. These will be followed up with one or two day attendance courses.

If this scheme is taken up by every primary school, said Mr Fothergill, "50,000 teachers will have been introduced to the microcomputer and its uses in the next two years". So far some 8,000 teachers from secondary schools have been on MEP organised courses from 104 authorities, as well as a "substantial number from the independent sector."

In-service courses are also being organized. Four areas have been identified: electronics and control technology; the computer as a device; computer based learning and communications; and information studies which incorporates business studies and information retrieval. A national coordinator has been appointed for each of these areas and series of courses have been planned.

MEP has established fourteen regional Information Centres. Each has three staff paid for by the Programme, but in several regions additional resources have been added by i.e.a.s. Centres are involved with in-service courses, demonstrations of materials and equipment. "Even with the current low level of publicity," said Mr Fothergill, "telephone requests for information and services are already averaging 50 calls a week in most centres."

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Fun to Find Out and Fill In

My Holiday Scrapbook (for colouring in 100) Eileen Totten £2.95

My Royal Baby Scrapbook (for colouring in 100) Sarah Jones £2.95

Evans

**Portable exhibitions**  
by Liz Heron

The touring exhibition, easy to pack and unpack, with lightweight panels and a carrying case, is sealed by lamination and transported in a portable wooden suitcase-like box, comes into its own as an educational tool. It can be displayed anywhere: school, library, museum, community centre, and its advantages have been put to producing use of late.

ILBA's Cockpit Arts Workshop has encouraged the production of exhibitions since it opened in 1979. Those that follow are available to them for hire or loan: *The Good Ones Have Their Top Buttons Done Up* - a group of photo arts mounted at the Polytechnic of Central London. This project is centred on the culture of the school and is an attempt to re-examine youth sub-culture using the theoretical work of the book *Learning to Read* (20 laminated card panels 30" x 20").

This is an exhibition of colour photographs by Anita Corbin, looking at dress as a means of communication and identification. (15

resources

Reversing a philosophy

Andrew Rothery on 'Step by Step Mathematics'

Step by Step Mathematics: Flight One by Elizabeth Ransford and George Heron Blackie/Chambers

Step by Step Mathematics: Flight One is a collection of materials intended for infants aged four to seven.

The apparatus kit consists of 142 thin card sheets. Some are A4 size and some are A3 size.

The A3 sheets contain many pictures to be cut out. For example there is a group of clowns and a set of custard pies.

The sheets contain nicely drawn, colourful and appealing pictures.

The Equipment Box contains more substantial items: thick card dominoes, for matching, attribute cards, screen, ten-sided dice, plastic num-

ber track, peg number lines and three egg timers. These are all used with the other materials, and are not easy to make or obtain separately.

This array of equipment is coordinated via the teachers resource book. In about 200 pages it describes 55 topics in infant mathematics in considerable detail.

The syllabus is very similar to that in other schemes: strong emphasis on number with a relatively small amount of work on shape.

The authors avoid producing expendable items, as these can be difficult to use. Therefore the four pupils' books are written in a "copy and complete" style.

Discussions, group work and games have always been the hallmark of good infant teaching.

The Equipment Box contains more substantial items: thick card dominoes, for matching, attribute cards, screen, ten-sided dice, plastic num-

Limestone scenery

by Derrick Golland

Malham: A Field Study Slidestrip and leaflet, £7.25 Full explanatory booklet £1.25

Focal Point Audio Visual Ltd, 215 Copnor Road, Portsmouth, PO1 2BR

This is one of three initial packs designed to provide a level geography with a detailed visual picture of a small area; others cover Purbeck and the New Forest.

The pack contains 50 full frame colour photographs of the Malham area in filmstrip form, together with 16 slides - the do-it-yourself approach enabling costs to be kept to a minimum.

practice pupils and teachers will opt to use one or the other. Diagrams in the slides would also have broken up the monotony of the limestone scenery, the bare beauty of which cannot be caught in this type of photographic record.

Perhaps the most disconcerting feature about this otherwise very comprehensive teaching aid is the producer's suggestion that this and its companion packs provide "the next best thing to field work".

Admittedly pupils cannot have first hand experience of all areas studied, but then one doesn't offer the near presence of having been there by using the apparatus.

Geographers and environmentalists, in particular, have for many years fought a long, hard battle to ensure that fieldwork is properly recognized as an essential part of the school curriculum.

media Market economics

by Phillip Venning

CONTINUING EDUCATION 'Whatever Happened to Britain?' BBC2

Friday, 7.55pm, from July 9.

Why do economists disagree, and come to that, why does economics exist at all? The general public can be forgiven for wondering. After all, it ought to be easy enough to discover what happens to employment when taxes go up, or to inflation when interest rates change.

The strange thing is that most academic economists, in their heart of hearts, probably accept this explanation. Certainly John Eatwell, in the first few programmes in his crash course in economic policy in Britain since the war, makes it pretty clear what he thinks of those who believe that the Government should keep out of the economy.

The reality, of course, is that economics is not a science. There may be a few fixed points, such as finite amounts of land and raw materials, or the physical and mental capacity of human beings (though even these can be got round in various ways).

In the end it boils down to the inevitably uncertain task of predicting how people will react: how industrialists or pension fund managers alter their investment plans as interest rates change; or whether a consumer spends a tax cut on a Japanese car or a British sofa, or saves it. And this is where economics comes in.

John Eatwell's message in tonight's programme is comforting. The unions are not to blame for Britain's economic decline ("Unions react to economic events, they don't create them" - a nice, neat, categorical statement). Nor are big business for investing too much abroad (a standard left wing complaint). Nor the Government for imposing excessive taxes, or for lavish public spending both generally higher in our successful competitors. Rather "the system is in control" and that system is the market economy.

Taste for the exotic

by Michael Clarke

FILMS Painting Chicago Colour 16mm 37mins Howard Hodgkin in Conversation with David Sylvester Colour 16mm 37mins Director: Judy Marie

Arts Council of Great Britain, Hite, Enquiries: Film Sales Executive, Arts Council of Great Britain, 7 Long Acre, London WC2E 9LH.

It is much more than a shared taste for the exotic or the mutual experience of being directed and produced in films by the same team that produces Craigie Aitchison and Howard Hodgkin. Both are highly subjective artists, essentially concerned with the distillation of individual reactions to mostly private experiences, and although each gives a particular importance to the very real subject matter of their compositions, neither is bound by the conventional restrictions of pictorial art. But whilst this still leaves Aitchison within the reach of representation it carries Hodgkin beyond into the realm of abstraction.

For Aitchison the exotic is a stay-at-home kind revealed in his preference for local black models ("You see them on the buses and they look amazing") and expressed in the often quirky, synaesthetic colours he employs. It is, as he says, "not a matter of colour, it is a matter of feeling".

employment, control wages, plan industrial development, and so on.

In spite of being largely jargon-free, programmes one can be expected to leave many viewers rather hazy about what exactly a market economy is.

But to those who tune in next week (like all tele-lecture series covering a huge area in a short time, it is fatal to miss a programme), this becomes a little clearer. In a rapid skim through economic theory from Adam Smith to Keynes, we learn of the emergence of the 19th century view of the economy as a giant auction where everything - goods, capital, labour - all sell themselves, according to what O level economics used to call the laws of supply and demand.

In a more sophisticated form, this theory, which sees the market economy as a self-adjusting engine of harmony and fairness, underlies the beliefs of today's monetarists. By contrast Keynes argued that the market mechanism contained no automatic guarantee that all economic resources would be fully used - high unemployment was, and still is, painful evidence of that.

Obviously a series such as this cannot be expected to solve this dispute nor to give the viewer enough information or insight to decide independently. Equally obviously it is inevitable that someone like John Eatwell, from the Keynesian heartland of Cambridge, should be unimpressed by the monetarists. The danger is that viewers will believe they are getting a neutral interpretation.

Galbraith showed how not to present economics on television, with a welter of visual gimmicks. John Eatwell relies instead on pleasant but largely irrelevant film sequences (including views of Princess Anne's home, Gatcombe Park, once owned by the economist David Ricardo). How much easier it would be if he used a few more diagrams: better still, if he had been allowed 40 minutes for each topic instead of a rushed 25. The main consolation for the viewer is that there is a book to accompany the series. It costs 29.95 in hardback and 24.95 in paperback, and is published jointly by BBC Publications and Duckworth.

Briefings

Radio and tv

Open University

The Agora of Athens (Saturday, 06.25 BBC2)

Professor Homer Thompson, Field Director of Excavations from 1947 to 1968, describes the work in the Agora and what the excavations have revealed about how Greek democracy worked.

The Fundamental Theorem of Calculus (Saturday, 06.50 BBC2)

Uses graphics to introduce the idea of an "area so far" function. The Implications of the Taylor Report (Sunday, 05.55 VHF)

Lord Taylor discusses a number of major issues arising over the publication of the Taylor Report: 'A New Partnership for Our Schools', Chalkface (Sunday, ITV network, time according to region)

Why are some schools in city centres half-empty? Are the only culprits the falling birthrate and the inner city clearance scheme?

General interest La Lampe Donne sur Ses Yeux (Sunday, 20.15 Radio 3)

This modern play by Yves Labrecque is presented in French. And Then There Were Three (Wednesday, 20.45 Radio 4)

The pleasures and problems of bringing up a young child are highlighted in this documentary, which introduces a six-part series. Intensive Care (Thursday, 19.30 Radio 3)

A play by Christoph Gahl, a contemporary German author whose work has not previously been performed in English. Cinema Up To Now (Friday, 16.30 Radio 4)

Examines the changes in the cinema over the past 25 years.

Island life FILM How not to join the Civil Service Colour, sound, 24 mins 16mm & videocassette, sale or loan. Information pack. Central Film Library, Chalfont Grove, Gerrards Cross, Bucks.

"Let's face it, who wants to be a civil servant?" asks John Fortune pertinently in his role as Walter, one of the four castaways on an impossible desert island where the scenario of How Not to Join the Civil Service takes place. In these days of recession, one might think that the answer would relate more closely to job security, pensions, and high salaries. However, this engaging recruitment film concentrates on the intense job satisfaction which awaits A level school leavers and graduates who enter Executive Officer level.

Four young people cast up on a desert island soon find the organisation of manpower and resources a complex to be left to chance. Realising Walter's suggestion to make him self a strong-man leader, they opt for democracy. A juvenile parody of parliamentary democracy - which one can only hope is not an entirely accurate reflection of the views of the Civil Service Commission - results on the appointment of a civil servant to administer problems in agriculture, health and social security, employment, and even, in the guise of Immigration and Customs, to deal with an alarming visitor.

Sixth formers may enjoy forming their own judgments on the nature of the civil servant as the general British society. Whilst the general image of the civil servant with folded broly and snapped-tight jacket is misleadingly grey, this version of indomitable highheartedness is doubtfully sunny.

However, the creaking nature of the story-line and setting - not another desert island, for goodness sake! - are masked by the gusto and good nature with which the well-linguished cast attack their roles.

Victoria Newman

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Table listing various educational appointments such as Nursery Education, Primary Education, Middle School Education, Secondary Education, and Commercial Subjects with their respective counts.

Classified Advertisement and Semi-display Rates: Single Column £1.70 per line (min. 3 lines). Classified Display £3.70 per a.o.c. (min. 9.5 cm x 2 £184.30). Box number facility £4.00. Copy deadline (space permitting) Monday preceding Friday of publication.

Nursery Education

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Primary School Education

AVON COUNTY COUNCIL. BRADFORD. For application form...

Headships

AVON COUNTY COUNCIL. BRADFORD. For application form...

Other Appointments

Colleges of Further Education, Assessment Centres, Outdoor Education, Youth and Community Service, English as a Foreign Language, etc.

Other Appointments

Colleges of Higher Education, Preparatory Schools, Headships, English, Physical Education, Science, etc.

Headteacher Group 5 Roundshaw Junior School Mollison Drive, Roundshaw, Wallington, Surrey. Applications are invited from suitably qualified and experienced teachers...

HEADSHIP Re-Advertisement OUR LADY IMMACULATE SCHOOL (Group 4) London Road, Chelmsford. Applications are invited from suitably qualified teachers...

Step by Step

PRIMARY HEADSHIPS continued
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CANTON ROAD, HANTS

TRAFFORD
METROPOLITAN BOROUGH
CITY OF TRAFFORD
EDUCATION DEPARTMENT

BUCKINGHAMSHIRE
COUNTY COUNCIL
CITY OF BUCKINGHAM
EDUCATION DEPARTMENT

AVON COUNTY
OLVESTON VC JM 4 1
OLVESTON, BRISTOL
EDUCATION DEPARTMENT

Scale 1 Posts
HERTFORDSHIRE
POPE PAUL (R.C.) INT
SCHOOL
BOKER STREET, POTTERS BAR

PRIMARY EDUCATION
REDBRIDGE
LONDON BOROUGH OF
ST AUGUSTINE'S R.C.
PRIMARY SCHOOL

WILTSHIRE
OARE C.E. CONTROLLED J
SCHOOL
COLD BLIND, DARY

Physical Education
NORTH TYNSIDE
METROPOLITAN BOROUGH
OF NORTH TYNSIDE
EDUCATION COMMITTEE

Scale 1 Posts
NORTH TYNSIDE
METROPOLITAN BOROUGH
OF NORTH TYNSIDE
EDUCATION COMMITTEE

Scale 2 Posts and above
KNOWSLEY
KNOWSLEY HIGHER SIDE
SCHOOL

Scale 1 Posts
BURY
LONDON BOROUGH OF
CONEY GREEN HIGH
SCHOOL

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ABINGDON DIVISION

WARWICKSHIRE
FARNBOROUGH C.E.
(CONTROLLED) JUNIOR
& INFANT SCHOOL

KNOWSLEY
METROPOLITAN BOROUGH
OF KNOWSLEY
PRINCE OF WALES
INFANT SCHOOL

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
COLDHAM CLOSE C.E.
SCHOOL

ESSEX
THE HOLY FAMILY R.C.
INFANT SCHOOL
MAYLING LANE, WITHAM

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON AVON

Middle School
Education
Middle School
Education
Headships

SEPTON
METROPOLITAN BOROUGH
OF SEPTON
EDUCATION DEPARTMENT

NORTHUMBERLAND
THE WOODLANDS C.E.
SAL
CLAPTON COMMON

Other than by Subject
Classification
Scale 2 Posts and above

LEICESTERSHIRE
MARKET BOSWORTH
GROUP 8 HEAD AND
MISTRESS

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from
qualified teachers for the
following Headships:

Deputy Headships/
Second Masters/
Mistresses

ROCHDALE
METROPOLITAN BOROUGH
OF ROCHDALE
EDUCATION DEPARTMENT

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
HIGHLAND CLOSE C.E.
SCHOOL

ESSEX
THE HOLY FAMILY R.C.
INFANT SCHOOL
MAYLING LANE, WITHAM

KIRKLESS
METROPOLITAN COUNCIL
EDUCATION DEPARTMENT
KIRKLESS

SEPTON
METROPOLITAN BOROUGH
OF SEPTON
EDUCATION DEPARTMENT

By Subject Classification
Home Economics
Scale 1 Posts

SURREY
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
HARROW
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

NORTHAMPTONSHIRE
HARLESTONE C.P.
SCHOOL
Church Lane, Harlestone

BRENT
ST JOSEPH'S R.C. INFANTS
SCHOOL
WYATT AVENUE, WEMBLEY

ROCHDALE
METROPOLITAN BOROUGH
OF ROCHDALE
EDUCATION DEPARTMENT

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
HIGHLAND CLOSE C.E.
SCHOOL

ESSEX
THE HOLY FAMILY R.C.
INFANT SCHOOL
MAYLING LANE, WITHAM

MERTON
LONDON BOROUGH OF
MERTON
EDUCATION COMMITTEE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
HARROW
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

OXFORDSHIRE
COUNTY COUNCIL
WOLVERCOTE FIRST
SCHOOL

CORNWALL
EDUCATION COMMITTEE
EDUCATION DEPARTMENT

TAMESIDE
METROPOLITAN BOROUGH
OF TAMESIDE
EDUCATION DEPARTMENT

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
HIGHLAND CLOSE C.E.
SCHOOL

ESSEX
THE HOLY FAMILY R.C.
INFANT SCHOOL
MAYLING LANE, WITHAM

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
HARROW
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

SOMERSET
HENSLEYWOOD C.E.V.C.
SCHOOL
Nr. Taunton

WARWICKSHIRE
FARNBOROUGH C.E.
(CONTROLLED) JUNIOR
& INFANT SCHOOL

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
HIGHLAND CLOSE C.E.
SCHOOL

ESSEX
THE HOLY FAMILY R.C.
INFANT SCHOOL
MAYLING LANE, WITHAM

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
HARROW
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
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EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
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Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

WEST SUSSEX
ST ANDREW'S R.C. AIDED
SCHOOL
Cottisford, Brighton

WARWICKSHIRE
FARNBOROUGH C.E.
(CONTROLLED) JUNIOR
& INFANT SCHOOL

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
HIGHLAND CLOSE C.E.
SCHOOL

ESSEX
THE HOLY FAMILY R.C.
INFANT SCHOOL
MAYLING LANE, WITHAM

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
HARROW
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
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Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

Scale 1 Posts
STAFFORDSHIRE
EDUCATION COMMITTEE
MIDDLESEX COUNTY
FIRST-AND
MIDDLE

DEPUTY HEAD TEACHER
Reinforced Corpus Christi R.C. (Aided) Primary School (Group 4)

DEPUTY HEAD TEACHER
Newtown District C.E. (Controlled) Infants School (Group 3)

Scale 2 Posts and above
CAMBRIDGESHIRE
WITCHAMPTON SCHOOL

Scale 2 Posts and above
WILTSHIRE
ZAGWYNSHIRE PARCROSS
SCHOOL

Scale 2 Posts and above
WILTSHIRE
ZAGWYNSHIRE PARCROSS
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Scale 2 Posts and above
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ZAGWYNSHIRE PARCROSS
SCHOOL

Scale 2 Posts and above
WILTSHIRE
ZAGWYNSHIRE PARCROSS
SCHOOL

DEPUTY HEAD TEACHER
Newtown District C.E. (Controlled) Infants School (Group 3)

DEPUTY HEAD TEACHER
Newtown District C.E. (Controlled) Infants School (Group 3)

Scale 2 Posts and above
CAMBRIDGESHIRE
WITCHAMPTON SCHOOL

Scale 2 Posts and above
WILTSHIRE
ZAGWYNSHIRE PARCROSS
SCHOOL

Scale 2 Posts and above
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Scale 2 Posts and above
WILTSHIRE
ZAGWYNSHIRE PARCROSS
SCHOOL

DEPUTY HEAD TEACHER
Newtown District C.E. (Controlled) Infants School (Group 3)

DEPUTY HEAD TEACHER
Newtown District C.E. (Controlled) Infants School (Group 3)

Scale 2 Posts and above
CAMBRIDGESHIRE
WITCHAMPTON SCHOOL

Scale 2 Posts and above
WILTSHIRE
ZAGWYNSHIRE PARCROSS
SCHOOL

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Scale 2 Posts and above
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ZAGWYNSHIRE PARCROSS
SCHOOL

Scale 2 Posts and above
WILTSHIRE
ZAGWYNSHIRE PARCROSS
SCHOOL

Advertisement for Helens Metropolitan Borough, featuring a logo and text about deputy head teacher positions.

Advertisement for Cheshire Newly Qualified Assistant Teachers Scale 1, listing various schools and districts.

Large advertisement for Surrey County Council, listing various educational positions such as Deputy Headteacher, Headteacher, and Headship Designate.

Handwritten note: 'I have no idea'

SECONDARY REMEDIAL

ENFIELD BOROUGH OF ENFIELD SCHOOL GRAMMAR ...

ESSEX CHALVEDON SCHOOL ...

HAMPSHIRE SOUTH EAST AREA SOUTH YORK PARISH SCHOOL ...

HEREFORD AND WORCESTER COUNTY COUNCIL ...

HILLINGDON TOWNFIELD SCHOOL ...

HEREFORD AND WORCESTER COUNTY COUNCIL ...

BY SUBJECT CLASSIFICATION ...

HEADS OF DEPARTMENT ...

SUFFOLK MACKON HEATH HIGH SCHOOL ...

SURREY EDUCATION COMMITTEE ...

WARWICK BARNWELL COUNTY COMMITTEE ...

HEREFORDSHIRE HEMEL Hempstead SCHOOL ...

DRENT LONDON BOROUGH OF ENFIELD ...

MERTON LONDON BOROUGH OF MERTON ...

SOUTH EAST AREA SOUTH YORK PARISH SCHOOL ...

HEREFORD AND WORCESTER COUNTY COUNCIL ...

HEREFORD AND WORCESTER COUNTY COUNCIL ...

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April 1982







SECONDARY MATHS

STAFFORDSHIRE

EDUCATION COMMITTEE
HANLEY HIGH SCHOOL
Corventry Road, Hanley, Staffs.
Stoke on Trent ST7 9EP
Tel: 0902 22222

SUFFOLK

UNION LONDON
EDUCATION AUTHORITY
SCHOOL OF ARTS AND DESIGN
10, Ipswich, Suffolk IP8
Tel: 0473 2011

SURREY

WILSON'S SCHOOL
Wokingham, Surrey
Revised syllabus for 1982
Secondary school for 140
pupils from September 1982

WAKEFIELD

CITY OF WAKEFIELD
EDUCATION COMMITTEE
HEMSWORTH HIGH (13-18)
N.O.R. 1312
Comprehensive
N.O.R. 1312
Comprehensive
N.O.R. 1312
Comprehensive

WEST SUSSEX

SOUTHERN AREA
SCHOOL
LITTLEHAMPTON
Tel: 01243 22222
Comprehensive
1980 on roll

WILTSHIRE

EDUCATION COMMITTEE
MAREHAM
Tel: 01243 22222
Comprehensive
1980 on roll

WILTSHIRE

EDUCATION COMMITTEE
MAREHAM
Tel: 01243 22222
Comprehensive
1980 on roll

HILLINGDON

EDUCATION COMMITTEE
HILLINGDON
Tel: 0454 22222
Comprehensive
1980 on roll

HUMBERSIDE

EDUCATION COMMITTEE
HUMBERSIDE
Tel: 0476 22222
Comprehensive
1980 on roll

KNOWLESY

METROPOLITAN
BOROUGH OF
KNOWLESY
Tel: 01823 22222
Comprehensive
1980 on roll

BUCKINGHAMSHIRE

EDUCATION COMMITTEE
BUCKINGHAMSHIRE
Tel: 0494 22222
Comprehensive
1980 on roll

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CITY OF SALFORD

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Comprehensive
1980 on roll

CYNGOR SIR DYFED

AWDURDOD ADDYSSG
EDUCATION AUTHORITY
CYNGOR SIR DYFED

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EDUCATION AUTHORITY
CYNGOR SIR DYFED



Unless otherwise stated the following posts are required for 1st September 1982. Closing date 18th July 1982.

Secondary School Posts: Forms/Details to be sent to Headteacher at the School. SAE please.

NELSON WALTON HIGH: Oxford Road, Nelson (903 on Roll; mixed 11-18)

1. SCALE 2 - HEAD OF RELIGIOUS EDUCATION

2. SCALE 2 - GERMAN AND/OR FRENCH

MORECAMBE & HEYSHAM HEYSHAM HIGH: Heysham (1322 on Roll; mixed 11-18)

THREE POSTS:

1. SCALE 1 - GEOGRAPHY/COMMERCE/ECONOMICS

3. SCALE 1 - HISTORY

CLITHEROE GIRLS' GRAMMAR: Clitheroe (450 on Roll; 100 in Sixth Form)

SCALE 1 - MATHEMATICS TO 'A' LEVEL, WITH COMPUTER STUDIES

BROUGHTON COUNTY HIGH: Woodplumpton Lane, Broughton, Preston (820 on Roll)

SCALE 1 - HISTORY/SOCIAL STUDIES

FULWOOD ST. CUTHBERT MAYNER C.H. HIGH: St. Anthony's Drive, Fulwood, Preston (811 on Roll)

SCALE 1 - ART-ENGLISH, R.E. OR GEOGRAPHY ADVANTAGE

LEYLAND WORDEN HIGH: Leyland Drive, Leyland, Preston (895 on Roll)

SCALE 1 - MATHEMATICS

BURSCOUGH PRIORY HIGH: Trevor Road, Burcoough, Ormskirk (800 on Roll)

SCALE 1 - GIRLS' P.E. - MATHS ADVANTAGE

SKELMERDALE WEST BANK HIGH: Westdale, Southway, Skelmerdale (889 on Roll; mixed 11-18)

TWO POSTS:

1. SCALE 1 - TECHNICAL STUDIES (MOTOR MAINTENANCE & CONTROL TECHNOLOGY ADVANTAGE)

2. SCALE 1 - GIRLS' P.E. WITH HOCKEY BIAS

UPHOLD COUNTY HIGH: Sandbrook Road, Orrell, Wigan (820 on Roll; mixed)

SCALE 1 - FRENCH WITH ENGLISH

Re-advertisement: SHORLEY PARKLANDS HIGH: Shortport Road, Chorley (1000 on Roll; mixed 11-18)

SCALE 1 - GEOGRAPHY ('A' LEVEL WORK AVAILABLE)

DARVEN MOORLAND HIGH: Holden Ford, Darven (1178 on Roll; mixed 11-18)

SCALE 1 - GEOGRAPHY ('A' LEVEL WORK AVAILABLE)

RIBTON NORDEN COUNTY HIGH: Stourton Road, Ribton, Blackburn (850 on Roll; mixed Comp 11-18)

SCALE 1 - GEOGRAPHY AND GEOLOGY

NELSON WALTON HIGH: Oxford Road, Nelson (903 on Roll; mixed 11-18)

SCALE 1 - GERMAN AND/OR FRENCH

HASLINGDEN HIGH: Broadway, Haslingden, Rossendale (350 on Roll)

SCALE 1 - CHEMISTRY TO GCSE ('A' LEVEL WORK COMBINED SCIENCE TO FIRST TWO YEARS)

Temporary Posts: SACUP BLACKTHORN COUNTY SECONDARY: Cotwood Lane, Bacup (180 on Roll)

TWO POSTS:

1. SCALE 1 - GIRLS' P.E.

2. SCALE 1 - NEEDLEWORK

Both posts temporary for one year.



SECONDARY TECH STUDIES

continued
DUNCASTER
THE MACAULEY SCHOOL
CRAFT/DESIGN/TECHNOLOGY POST SCALE 1

EAST SUSSEX
COUNTY COUNCIL
BOURNEMOUTH SCHOOL

EBSEX
APPLIXON SCHOOL
METALWORK/WOODWORK

KINGSDOWN SCHOOL
TEACHERS

HAMPSHIRE
FERNHILL SCHOOL
COMPREHENSIVE MIXED 11

COVENTRY
Assistant Teachers
required September 1982 unless otherwise stated at:
BISHOP ULLATHORNE R.C. MIXED COMPREHENSIVE SCHOOL

HAVERING
LONDON BOROUGH OF HAVERING
REDFORDS PARK SCHOOL

HAVERING
LONDON BOROUGH OF HAVERING
REDFORDS PARK SCHOOL

HERTFORDSHIRE
STANBOROUGH SCHOOL
LONDON BOROUGH OF HAVERING

HERTFORDSHIRE
MOUNT GRACE SCHOOL
TECHNICAL SUBJECTS

HERTFORDSHIRE
TOWNSEND CHURCH OF ENGLAND SCHOOL

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION

NOTTINGHAMSHIRE
COUNTY COUNCIL
DEPARTMENT

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST

Other than by Subject Classification
Hampshire
Hampshire
Hampshire

SOMERSET
ST. DUNSTAN'S SCHOOL
HEAD OF ENGLISH

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
LONDON HIGH SCHOOL

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
LONDON HIGH SCHOOL

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
LONDON HIGH SCHOOL

SOMERSET
ST. DUNSTAN'S SCHOOL
TEACHER

HAVERING
LONDON BOROUGH OF HAVERING
ROYAL LEBERTY SCHOOL

HERTFORD & WORCESTER
COUNTY COUNCIL
PERSHORE HIGH SCHOOL

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST

LONDON
ST. PAUL'S R.C. (SM)
WICKHAM LANE, HEB OXK.

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
LONDON HIGH SCHOOL

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
LONDON HIGH SCHOOL

SALFORD
CITY OF SALFORD
MOUNTAIN ROAD SCHOOL

SOMERSET
ST. DUNSTAN'S SCHOOL
TEACHER

HAVERING
LONDON BOROUGH OF HAVERING
ROYAL LEBERTY SCHOOL

HERTFORD & WORCESTER
COUNTY COUNCIL
PERSHORE HIGH SCHOOL

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST

Sixth Form and Tertiary Colleges
Scale 1 Posts

HAMPSHIRE
ITCHEN COLLEGE
SOUTHAMPTON

HAMPSHIRE
BARTON FEVERIL COLLEGE
SOUTHAMPTON

CITY OF SALFORD
MOUNTAIN ROAD SCHOOL

SALFORD
CITY OF SALFORD
MOUNTAIN ROAD SCHOOL

SOMERSET
ST. DUNSTAN'S SCHOOL
TEACHER

HAVERING
LONDON BOROUGH OF HAVERING
ROYAL LEBERTY SCHOOL

HERTFORD & WORCESTER
COUNTY COUNCIL
PERSHORE HIGH SCHOOL

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST

KNOWLESY
METROPOLITAN BOROUGH OF KNOWLESY
KNOWLESY HIGHFIELD

KNOWLESY
METROPOLITAN BOROUGH OF KNOWLESY
KNOWLESY HIGHFIELD

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KNOWLESY
METROPOLITAN BOROUGH OF KNOWLESY
KNOWLESY HIGHFIELD

BERKSHIRE
ROYAL COLLEGE OF NEWBURY COLLEGE
NEWBURY

BERKSHIRE
ROYAL COLLEGE OF NEWBURY COLLEGE
NEWBURY

BERKSHIRE
ROYAL COLLEGE OF NEWBURY COLLEGE
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NEWBURY

BERKSHIRE
ROYAL COLLEGE OF NEWBURY COLLEGE
NEWBURY

NOTTINGHAMSHIRE
COUNTY COUNCIL
NORTH NOTTINGHAMSHIRE COLLEGE

NOTTINGHAMSHIRE
COUNTY COUNCIL
NORTH NOTTINGHAMSHIRE COLLEGE

NOTTINGHAMSHIRE
COUNTY COUNCIL
NORTH NOTTINGHAMSHIRE COLLEGE

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COUNTY COUNCIL
NORTH NOTTINGHAMSHIRE COLLEGE

NOTTINGHAMSHIRE
COUNTY COUNCIL
NORTH NOTTINGHAMSHIRE COLLEGE

CORNWALL
EDUCATION COMMITTEE
CARICE DISTRICT SCHOOL

CORNWALL
EDUCATION COMMITTEE
CARICE DISTRICT SCHOOL

CORNWALL
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CARICE DISTRICT SCHOOL

CORNWALL
EDUCATION COMMITTEE
CARICE DISTRICT SCHOOL

Independent Schools
Headships

Bournemouth
ST THOMAS GARNET'S SCHOOL

Bournemouth
ST THOMAS GARNET'S SCHOOL

Bournemouth
ST THOMAS GARNET'S SCHOOL

Bournemouth
ST THOMAS GARNET'S SCHOOL

Bournemouth
ST THOMAS GARNET'S SCHOOL

Bournemouth
ST THOMAS GARNET'S SCHOOL

Bournemouth
ST THOMAS GARNET'S SCHOOL

Bournemouth
ST THOMAS GARNET'S SCHOOL

English
Other Assistants

LONDON W18
ENGLISH COLLEGE UPPER SCHOOL

LONDON W18
ENGLISH COLLEGE UPPER SCHOOL

LONDON W18
ENGLISH COLLEGE UPPER SCHOOL

LONDON W18
ENGLISH COLLEGE UPPER SCHOOL

LONDON W18
ENGLISH COLLEGE UPPER SCHOOL

LONDON W18
ENGLISH COLLEGE UPPER SCHOOL

LONDON W18
ENGLISH COLLEGE UPPER SCHOOL

LONDON W18
ENGLISH COLLEGE UPPER SCHOOL

BRYANSTON SCHOOL
POSITION OF HEAD
The post of Head of Bryanston has become vacant as a result of the appointment of the current Headmaster, the Rev. David Jones, to be Rector-designate of Bristol.

**INDEPENDENT EDUCATION**

**Mathematics**  
**Other Assistants**  
**LONDON SE21**  
JOHN WYCLIFFE SCHOOL  
Thurlow Park Road, West  
Middlesex TW20 1JF  
Required September 1982  
to teach Mathematics to O  
level and C.S.E. some general  
science would be an advantage.  
Apply to the Headmaster,  
giving curriculum vitae and  
names of 5 referees. 183434

**SUSSEX**  
**WORTH SCHOOL**  
Turners Hill, Crawley, Sussex  
BN11 3AQ  
Required in September 1982  
in the teaching of Mathematics  
throughout the school. A  
bridge course available for  
pupils with special needs.  
Apply to the Headmaster,  
giving curriculum vitae and  
names of 5 referees. 183434

**Modern Languages**  
**Other Assistants**  
**HARROW**  
HARROW HIGH SCHOOL  
Part time French Teacher  
required for September 1982.  
Possibility of full time Christian  
teaching. Apply to the  
Headmaster, giving curriculum  
vitae and names of 5 referees.  
183434

**NORWICH**  
NORWICH SCHOOL  
The Clove, Norwich, NR1  
1DG  
M1C - 186 boys  
Required for January  
1983 GRADUATE  
teacher in teaching PLENCH  
to Scholarship level.  
A willingness to be fully  
involved in school life is  
essential.  
Salary according to qualifi-  
cations and experience.  
Further details from the  
Headmaster, Norwich School,  
The Clove, Norwich, NR1  
1DG (01603) 48111

**READING (near)**  
THE ORATORY SCHOOL  
Required for January 1983, a  
graduate to teach English  
and Universal Grammar  
at least to O Level.  
Applicants should participate  
in extra-curricular activities  
regularly.  
Salary, Burmah plus  
applications enclosing a  
curriculum vitae to 183694

**BURREY**  
A SPANISH TEACHER  
Required for September  
1982 for Grades 7, 10, 12, 13, 14  
and 15. Applicants should have  
a minimum of 5 years' teaching  
experience. The total enrolment  
is 60.  
Applicants must be qualified  
to teach Spanish from Level  
1 to Level 15. Higher  
qualifications at the higher level are  
essential. Applications should  
therefore be sent in the lan-  
guage and have a good know-  
ledge of the language.  
Applicants will be required for  
an evening supervision of  
resident students.  
Applicants should have a curriculum  
vitae and 5 referees to 183694

**CHINGFORD**  
INDEPENDENT GRAMMAR  
SCHOOL (BOYS)  
16777 Station Road,  
Chingford, London E4 7BA  
01992 43071  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**LATYMER UPPER SCHOOL**

**HEAD OF MATHEMATICS**  
Required for January or April 1983.  
Further details of the post may be  
obtained from the Headmaster, to  
whom applications should be  
made by letter giving full curriculum  
vitae and the names of two  
academic referees.

Latyer Upper School  
King Street, Hammersmith  
London W6 9LR

**Music**

**Other Assistants**  
**BERKSHIRE**  
READING BLUE COAT  
SCHOOL  
11 Colmeys, Reading,  
Berks  
Part-time Teacher of  
Music required from  
September. For one day a  
week.  
Applications with names  
of two referees to Director  
of Music, (0512) 183694

**Pastoral**  
**Other Assistants**  
**BERKSHIRE**  
DOUAI SCHOOL  
11 Colmeys, Reading,  
Berks  
Required for September 1982.  
A young energetic resident  
teacher willing to share his  
own particular interests in  
extra-curricular activities  
such as sports, music, or sci-  
ence and practical hobbies, in  
a Benedictine School.  
Apply in writing with C.V. and  
names of two referees to the  
Headmaster, Douai School,  
11 Colmeys, Reading, Berks  
(05256) 183434

**SUSSEX**  
ROSEMEAD SCHOOL  
11 Colmeys, Reading,  
Berks  
A young energetic resident  
teacher willing to share his  
own particular interests in  
extra-curricular activities  
such as sports, music, or sci-  
ence and practical hobbies, in  
a Benedictine School.  
Apply in writing with C.V. and  
names of two referees to the  
Headmaster, Rosemead School,  
11 Colmeys, Reading, Berks  
(05256) 183434

**WOLVERHAMPTON**  
Required in September or  
January, lady teacher for re-  
vision in Girls' Boarding  
House. Ability to teach  
Maths or Science, plus Girls'  
Activities. Apply to the  
Headmaster, The Royal  
Wolverhampton School,  
Wolverhampton, W.V.1  
0922 34120 (05120) 18424

**WOLVERHAMPTON**  
Required in September or  
January, lady teacher for re-  
vision in Girls' Boarding  
House. Ability to teach  
Maths or Science, plus Girls'  
Activities. Apply to the  
Headmaster, The Royal  
Wolverhampton School,  
Wolverhampton, W.V.1  
0922 34120 (05120) 18424

**Other Assistants**  
**PHYSICAL EDUCATION**  
**LONDON SW15**  
PUTNEY HIGH SCHOOL  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**Other Assistants**  
**CHINGFORD**  
INDEPENDENT GRAMMAR  
SCHOOL (BOYS)  
16777 Station Road,  
Chingford, London E4 7BA  
01992 43071  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**NORFOLK**  
Required for September 1982,  
an experienced residential  
graduate to teach English  
and/or Mathematics to O  
level and below. The school  
has a strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**BURREY**  
SWELL CASTLE SCHOOL  
Wentworth, Burrey, East  
Sussex  
Required for September 1982,  
an experienced residential  
graduate to teach English  
and/or Mathematics to O  
level and below. The school  
has a strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**HAMPSHIRE**

Required September, resident  
graduate to teach English  
and/or Mathematics to O  
level and below. The school  
has a strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**YORKSHIRE**  
ACKWORTH SCHOOL  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**WORCESTERSHIRE**  
MALVERN GIRLS' COLLEGE  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Girls  
(11-18). Teaching should be  
at O level and below. The  
school has a strong emphasis  
on sports and the curriculum  
vitae and 5 referees to 183694

**Hereford**  
HEREFORD CATHEDRAL  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**OXFORDSHIRE**  
LAWDON TOWN SCHOOL  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**PARIS**  
THE BRITISH SCHOOL OF  
PARIS  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**LONDON**  
EMANUEL SCHOOL  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**NORFOLK**  
Required for September 1982,  
an experienced residential  
graduate to teach English  
and/or Mathematics to O  
level and below. The school  
has a strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**BURREY**  
SWELL CASTLE SCHOOL  
Wentworth, Burrey, East  
Sussex  
Required for September 1982,  
an experienced residential  
graduate to teach English  
and/or Mathematics to O  
level and below. The school  
has a strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**Technical Studies**

**Other Assistants**  
**HARROW**  
HARROW HIGH SCHOOL  
Part time French Teacher  
required for September 1982.  
Possibility of full time Christian  
teaching. Apply to the  
Headmaster, giving curriculum  
vitae and names of 5 referees.  
183434

**Other than by Subject Classification**  
**Other Assistants**  
**EAST SUSSEX**  
THE BRITISH SCHOOL  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**Other Assistants**  
**WORCESTERSHIRE**  
MALVERN GIRLS' COLLEGE  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Girls  
(11-18). Teaching should be  
at O level and below. The  
school has a strong emphasis  
on sports and the curriculum  
vitae and 5 referees to 183694

**Other Assistants**  
**HEREFORD**  
HEREFORD CATHEDRAL  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**Other Assistants**  
**OXFORDSHIRE**  
LAWDON TOWN SCHOOL  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**Other Assistants**  
**PARIS**  
THE BRITISH SCHOOL OF  
PARIS  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**Other Assistants**  
**LONDON**  
EMANUEL SCHOOL  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**Other Assistants**  
**NORFOLK**  
Required for September 1982,  
an experienced residential  
graduate to teach English  
and/or Mathematics to O  
level and below. The school  
has a strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**Other Assistants**  
**BURREY**  
SWELL CASTLE SCHOOL  
Wentworth, Burrey, East  
Sussex  
Required for September 1982,  
an experienced residential  
graduate to teach English  
and/or Mathematics to O  
level and below. The school  
has a strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**THE BRITISH SCHOOL IN THE NETHERLANDS**

**A TEACHER**  
capable of teaching General Science to the younger age groups and  
of offering Chemistry, preferably, and/or Biology to 'O' and  
possibly 'A' level.  
This vacancy arises from an increase in the number of pupils and  
would be suitable as a one-year temporary appointment for a newly  
qualified teacher, as well as for a candidate with two or three years'  
good current experience. A willingness to take an active part in  
games and/or extra-curricular activities and a commitment to the  
pastoral welfare of pupils will be valuable additional qualifications.  
Applicants should make an immediate enquiry by telephone  
(between 0800 and 1400 BST) on 010-31-1717-7163, before  
submitting a letter of application, enclosing a full curriculum vitae,  
a recent photograph and the names, addresses and telephone  
numbers of two referees to:  
The Headmaster,  
The British School in The Netherlands  
Jan van Hooftlaan 3  
2252 BG Voorschoten  
The Netherlands  
Applications will be reviewed in the week beginning 12th July and  
the appointment made as soon as possible thereafter.

**MORETON HALL PREPARATORY SCHOOL**  
BURY ST. EDMUNDS, SUFFOLK  
(IAPS)  
**APPOINTMENT OF HEADMASTER**  
The Governors invite applications for the Headmastership of  
Moreton Hall School which will become vacant in September 1983.  
The School is an independent Catholic Boarding School for  
boys which accepts pupils from 4-13 years. At present  
there are a number of day boys and girls and a total of 120  
pupils.  
Further particulars and an application form may be  
obtained from:  
The Secretary to the Governors,  
Moreton Hall School,  
Bury St. Edmunds, Suffolk.  
The closing date for application is 12th August, 1982.

**PREPARATORY SCHOOLS**

**BROMSGROVE SCHOOL**  
Worcs, B61 7DU  
**HEAD OF LOWER SCHOOL**  
This post falls vacant in January 1983.  
Bromsgrove School is a fully co-educational  
day and boarding school in which the Lower  
School enjoys its own accommodation,  
grounds and staff facilities. It is represented  
on both HMC and IAPS.  
Further details on application from:  
The Headmaster  
Tel. Bromsgrove (0527) 32774.

**NEW PREP SCHOOL**  
A new Prep School to the South of Manchester is to be  
opened in January based on a steady home. Applicants are  
invited for the post of

**HEAD**

The School will start as a co-educational Day School for  
pupils aged 5-13. An initial roll of 135 is envisaged.  
Candidates should be qualified graduates and have sound  
experience of both teaching and school administration. They  
should also be able to show an awareness of the trends in the  
secondary educational world.  
Salary will be negotiable from £10,000 and additional fringe  
benefits will be available.  
For further details and an application form please contact:  
F. J. Smith, Gabbitts-Thring, Broughton House, 6, 7 & 8  
Sackville Street, Finsbury, London, W1X 2BR, Tel: 01-704  
0161.  
Or:  
N. Livingstone, Gabbitts-Thring, 63, George Street,  
Edinburgh, EH2 2JG, Tel: 031-226-9211.

**Gabbitts-Thring**

**PREPARATORY SCHOOLS**

**LONDON**  
BY BENEDICT'S JUNIOR  
SCHOOL  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**Other Assistants**  
**BIRMINGHAM**  
MATTHEW BOLTON  
TECHNICAL COLLEGE  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**Other Assistants**  
**BIRMINGHAM**  
MATTHEW BOLTON  
TECHNICAL COLLEGE  
11 Colmeys, Reading,  
Berks  
Required for September 1982,  
a qualified teacher for Boys  
and/or Girls (11-18). Teach-  
ing should be at O level and  
below. The school has a  
strong emphasis on  
sports and the curriculum  
vitae and 5 referees to 183694

**Other Assistants**  
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**PREPARATORY SCHOOLS**

**LONDON**  
BY BENEDICT'S JUNIOR  
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**OLD SWAN TECHNICAL COLLEGE**  
Broadgreen Road, Liverpool L13 5SQ  
Required for 1st September, 1982

**LECTURER II**  
Electrical Engineering  
To teach Electrical Engineering and related subjects on CGL and TEC  
Certificate and Higher Certificate Courses.  
An ability to teach control engineering and light current applications  
would be an advantage.

**LECTURER I**  
Electrical Engineering  
To teach Electrical Engineering on Craft and Technician Courses  
including Electrical Installation Courses.


**LECTURER I**  
Mechanical and Production Engineering  
To teach Mechanical Workshop Practice and associated subjects on  
Work Skills Courses.

**LECTURER I**  
Instrumentation and Control  
To teach basic Instrumentation and Control Engineering and associated  
subjects on Work Skills Courses. Applicants should have a wide  
practical experience of instrumentation including mechanical, electrical  
and pneumatic systems, and have appropriate technical qualifications.

**LECTURER I**  
Physical Science  
To teach Physics and related subjects on CGL and TEC Certificate  
Courses.

**LECTURER I**  
Biology  
To teach Biology and related subjects on CGL and TEC Certificate  
Courses. An ability to teach Physics would be an advantage.  
Applicants for all posts should have appropriate qualifications and  
experience.

Salary: LECTURER I £3,355-£9,267  
LECTURER II £2,855-£11,022



The City Council offers an Equal Opportunity  
Employer and welcomes applications  
irrespective of race, sex or marital status.

**ilea colleges**

Applications are invited for the following posts. Salary scales are in accordance with the Teachers' (ES) award and subject to normal appraisal. Applications should be sent to the Principal, ilea, 100, The Strand, London WC2R 0LF. The closing date for applications is 12th August 1982. The closing date for applications is 12th August 1982.

**EDINBURGH**  
POSTS IN SCOTLAND & NORTHERN IRELAND  
(1) LECTURER (II) IN AUTOMOBILE ENGINEERING  
Applicants should have a minimum of 5 years' experience in the design and construction of motor vehicles. Applicants should have a minimum of 5 years' experience in the design and construction of motor vehicles.

**PADDINGTON COLLEGE**  
Faculty of Education, Paddington Green, London W2 1NB  
Department of Continuing Education (Ref: CCEM)  
Paddington Green, London W2 1NB  
(1) PRINCIPAL LECTURER-DEPUTY HEAD OF DEPARTMENT. The Department offers O and A level subjects in the Sciences and Arts. Applicants should have a minimum of 5 years' experience in the design and construction of motor vehicles.

**GARNETT COLLEGE**  
Downshire House, Roehampton Lane, London SW16 4HR  
(01-798 6633)  
Applications are invited for the following posts:  
(1) PRINCIPAL LECTURER-DEPUTY HEAD OF DEPARTMENT. The Department offers O and A level subjects in the Sciences and Arts. Applicants should have a minimum of 5 years' experience in the design and construction of motor vehicles.

**KINGSWAY-PRINCETON COLLEGE**  
English as a Foreign Language Department  
The Department offers O and A level subjects in the Sciences and Arts. Applicants should have a minimum of 5 years' experience in the design and construction of motor vehicles.

**GLoucestershire**  
Applications are invited for the following posts:  
(1) PRINCIPAL LECTURER-DEPUTY HEAD OF DEPARTMENT. The Department offers O and A level subjects in the Sciences and Arts. Applicants should have a minimum of 5 years' experience in the design and construction of motor vehicles.

**HAMMERSMITH AND WEST LONDON COLLEGE**  
Guildford Road, Beconsfield, Guildford, Surrey GU1 1AA  
Board of Study of General and International Education  
Required for September 1982  
Full-time teacher of Home Economics Studies for 12 to 13 hours per week. Salary from £3,000 to £10,000 per annum.  
Applicants should have a minimum of 5 years' experience in the design and construction of motor vehicles.

**WOOLWICH COLLEGE**  
Villars Road, Plumstead, London SE18 7PL  
(01-855 1218)  
Department of Engineering  
Senior Lecturer in Mechanical Engineering  
Applicants should have a minimum of 5 years' experience in the design and construction of motor vehicles.

### Humberside County Council NORTH LINDSEY COLLEGE OF TECHNOLOGY Kingsway, Scunthorpe DN17 1AJ

Applications are invited for the following posts, to commence as soon as possible. Will join an enthusiastic team piloting a National Training Programme Vocational Preparation provision in our Youth Opportunities Unit. These posts may interest people with a very wide variety of qualifications and experience.

### VOCATIONAL PREPARATION - Senior Lecturer

To co-ordinate provision across College involved in the MSC New Training Programme Vocational Preparation course. Post No 1/82.

### BASIC CATERING SKILLS - Lecturer II

To lead a team giving basic catering experience to students through production and service to their peers. Post No 2/82.

### BASIC COMMERCIAL SKILLS - Lecturer II

To lead a team giving basic typing and commercial skill instruction to students through experience. Post No 3/82. Burnham FE Scale - Senior Lecturer £10,173 - £12,816 Lecturer II £6,855 - £11,022. Full particulars and application form from the Principal (large size please). Closing date - 22 July 1982. Full and fair consideration will be given to all disabled applicants.

### Humberside County Council Hull College of Further Education Principal: A. Tuck, B.Sc., C.Eng., M.I.E.E., N.I.E.R.E.

Applications are invited for the following teaching posts:

### DEPARTMENT OF FOOD AND FASHION Lecturer Grade I In Food Service

To teach all aspects of Food and Drink Service to full-time and part-time catering students up to CGL 707 and T.E.C. Diploma Certificate in Hotel, Catering and Institutional Operations.

### Lecturer Grade I In Hairdressing

To teach Theory and Practice of Hairdressing to full-time and part-time students up to Advanced Certificate level.

### DEPARTMENT OF BUSINESS STUDIES Lecturer Grade 1

Required to teach a range of subjects on BEO and related courses. The main requirement is an ability to teach computer subjects for which candidates' knowledge and experience should include small business systems, operations aspects and COOL programming. A consultation will also be required in the teaching of general commercial subjects with possible involvement in inputs of computer/business topics into Vocational Preparation courses.

### DEPARTMENT OF SECRETARIAL STUDIES Two Lecturers (Grade 1)

Required for September, 1982 to teach a range from the following subjects as required: Office-Practice, Secretarial Duties, Typewriting, Audio-typewriting, shorthand, Comprehension.

In addition to teaching on traditional F.E. courses the successful candidate will be expected to undertake work on courses provided by the Secretarial Studies Department (for Work Experience students, and to contribute to the Department's work with the Vocational Preparation Unit. A knowledge of the local employment situation and/or experience of counselling the 16-19 age group would be an advantage.

### LEICESTERSHIRE COLLEGE OF FURTHER EDUCATION Principal: J. W. G. Giddens

Applications are invited for the following posts: Secretary, Administrative Officer, Principal, North Harris College, Hull, to whom application forms should be sent by Thursday 22 July 1982. (24278)

### LEICESTERSHIRE COLLEGE OF FURTHER EDUCATION Principal: J. W. G. Giddens

Applications are invited for the following posts: Secretary, Administrative Officer, Principal, North Harris College, Hull, to whom application forms should be sent by Thursday 22 July 1982. (24278)

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### COLLEGES OF FURTHER EDUCATION continued

### LEICESTERSHIRE

**LOUGHBOROUGH TECHNICAL COLLEGE**  
Rugby, Leicestershire, LE11 3BT

### DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING

Applications are invited for the following posts, to commence in September 1982:

**LECTURER GRADE I** - To work closely with existing staff in the development of courses and programmes for the young employed and to teach principally the theoretical and practical aspects of engineering at craft and technician levels.

**LECTURER GRADE I** - To teach theory and give practical instruction in the College workshops at the technician level. Ability to offer short-metal work and welding would be an advantage.

Further particulars may be obtained from the Principal to whom completed forms should be returned within 14 days of the closing date (05853)

### LONDON W.S.

Mathematics O & A Level teacher required for full-time teaching from September, 1982. Ability to motivate students a distinct advantage.

Please write enclosing C.P.E. certificate to: Principal, Litchfield College, 15 Clifton Gardens, London W8 902RE (05285)

### LONDON CROWN COLLEGE

Required for 1 September 1982. Lecturers in: Secretarial Studies, Studies, Business Studies, Admin/Management Studies.

Please forward CV to: 3, Lionel Road, London WC1E 6BT (0745)

### NORTH WORCESTERSHIRE

**WORCESTERSHIRE COLLEGE**  
Bromsgrove

### DEPARTMENT OF BUSINESS & PROFESSIONAL STUDIES

**LECTURER GRADE I IN  
LAW TAXATION**

Required for 1 September 1982. Lecturer Grade I to teach in the Law Department. Some professional qualifications in Law, Commercial Law, Company Law and taxation would be an advantage. General, National, Chartered Accountancy courses.

Salary scale £5,335 to £9,847 p.a.

Full details and application forms from the Principal to whom completed forms should be returned within 14 days of the closing date (05285)

### NORTH YORKSHIRE COUNTY COUNCIL COLLEGE OF ARTS & TECHNOLOGY

**COMMUNITY STUDIES**  
Applications are invited for two posts in the Department of Community Studies, to commence in September 1982. One of which is temporary for 1 year.

Salaries in accordance with current scales may be obtained upon receipt of a completed application form from the Principal, York College of Arts and Technology, 70a Park Row, York YO1 1PE. (0904)

### NORTH YORKSHIRE COUNTY COUNCIL CRAYN COLLEGE

**FIVE LECTURERS GRADE I**  
Applications are invited for five posts in the Department of Community Studies, to commence in September 1982. One of which is temporary for 1 year.

Salaries in accordance with current scales may be obtained upon receipt of a completed application form from the Principal, Crayn College, Crayke, North Yorkshire YO21 1PE. (0904)

### POWYS COUNTY COUNCIL EDUCATION COMMITTEE COLLEGE OF FURTHER EDUCATION

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### SHROPSHIRE

**WALKER TECHNICAL COLLEGE**  
Walsall, Staffs., WS1 3BT

### DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING

Applications are invited for the following posts, to commence in September 1982:

1. Two Lecturers for Social and Life Skills.

2. One Lecturer for Social and Life Skills with ability to give special attention to young people with learning difficulties.

3. One Lecturer for Retail Trade Skills.

4. One Lecturer for Construction. For basic brickwork and plasterwork and an ability to offer other construction skills desirable.

Retired accommodation available.  
Salary Lecturer Grade I £3,535-£9,847 p.a.

Applications to the Principal, Walker Technical College, Walsall, Staffs., WS1 3BT. Closing date: 22 July, 1982. (24278)

### LONDON W.S.

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### LONDON CROWN COLLEGE

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Please forward CV to: 3, Lionel Road, London WC1E 6BT (0745)

### NORTH WORCESTERSHIRE

**WORCESTERSHIRE COLLEGE**  
Bromsgrove

### DEPARTMENT OF BUSINESS & PROFESSIONAL STUDIES

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Salary scale £5,335 to £9,847 p.a.

Full details and application forms from the Principal to whom completed forms should be returned within 14 days of the closing date (05285)

### NORTH YORKSHIRE COUNTY COUNCIL COLLEGE OF ARTS & TECHNOLOGY

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### NORTH YORKSHIRE COUNTY COUNCIL CRAYN COLLEGE

**FIVE LECTURERS GRADE I**  
Applications are invited for five posts in the Department of Community Studies, to commence in September 1982. One of which is temporary for 1 year.

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### SOMERSET

**SOMERSET COLLEGE OF  
ARTS AND TECHNOLOGY**  
Taunton

### DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING

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3. One Lecturer for Retail Trade Skills.

4. One Lecturer for Construction. For basic brickwork and plasterwork and an ability to offer other construction skills desirable.

Retired accommodation available.  
Salary Lecturer Grade I £3,535-£9,847 p.a.

Applications to the Principal, Somerset College of Arts and Technology, Taunton, Somerset, TA1 1JY. Closing date: 22 July, 1982. (24278)

### LONDON W.S.

Mathematics O & A Level teacher required for full-time teaching from September, 1982. Ability to motivate students a distinct advantage.

Please write enclosing C.P.E. certificate to: Principal, Litchfield College, 15 Clifton Gardens, London W8 902RE (05285)

### LONDON CROWN COLLEGE

Required for 1 September 1982. Lecturers in: Secretarial Studies, Studies, Business Studies, Admin/Management Studies.

Please forward CV to: 3, Lionel Road, London WC1E 6BT (0745)

### NORTH WORCESTERSHIRE

**WORCESTERSHIRE COLLEGE**  
Bromsgrove

### DEPARTMENT OF BUSINESS & PROFESSIONAL STUDIES

**LECTURER GRADE I IN  
LAW TAXATION**

Required for 1 September 1982. Lecturer Grade I to teach in the Law Department. Some professional qualifications in Law, Commercial Law, Company Law and taxation would be an advantage. General, National, Chartered Accountancy courses.

Salary scale £5,335 to £9,847 p.a.

Full details and application forms from the Principal to whom completed forms should be returned within 14 days of the closing date (05285)

### NORTH YORKSHIRE COUNTY COUNCIL COLLEGE OF ARTS & TECHNOLOGY

**COMMUNITY STUDIES**  
Applications are invited for two posts in the Department of Community Studies, to commence in September 1982. One of which is temporary for 1 year.

Salaries in accordance with current scales may be obtained upon receipt of a completed application form from the Principal, York College of Arts and Technology, 70a Park Row, York YO1 1PE. (0904)

### NORTH YORKSHIRE COUNTY COUNCIL CRAYN COLLEGE

**FIVE LECTURERS GRADE I**  
Applications are invited for five posts in the Department of Community Studies, to commence in September 1982. One of which is temporary for 1 year.

Salaries in accordance with current scales may be obtained upon receipt of a completed application form from the Principal, Crayn College, Crayke, North Yorkshire YO21 1PE. (0904)

### POWYS COUNTY COUNCIL EDUCATION COMMITTEE COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts: Secretary, Administrative Officer, Principal, North Harris College, Hull, to whom application forms should be sent by Thursday 22 July 1982. (24278)

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### SHROPSHIRE

**WALKER TECHNICAL COLLEGE**  
Walsall, Staffs., WS1 3BT

### DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING

Applications are invited for the following posts, to commence in September 1982:

1. Two Lecturers for Social and Life Skills.

2. One Lecturer for Social and Life Skills with ability to give special attention to young people with learning difficulties.

3. One Lecturer for Retail Trade Skills.

4. One Lecturer for Construction. For basic brickwork and plasterwork and an ability to offer other construction skills desirable.

Retired accommodation available.  
Salary Lecturer Grade I £3,535-£9,847 p.a.

Applications to the Principal, Walker Technical College, Walsall, Staffs., WS1 3BT. Closing date: 22 July, 1982. (24278)

### LONDON W.S.

Mathematics O & A Level teacher required for full-time teaching from September, 1982. Ability to motivate students a distinct advantage.

Please write enclosing C.P.E. certificate to: Principal, Litchfield College, 15 Clifton Gardens, London W8 902RE (05285)

### LONDON CROWN COLLEGE

Required for 1 September 1982. Lecturers in: Secretarial Studies, Studies, Business Studies, Admin/Management Studies.

Please forward CV to: 3, Lionel Road, London WC1E 6BT (0745)

### NORTH WORCESTERSHIRE

**WORCESTERSHIRE COLLEGE**  
Bromsgrove

### DEPARTMENT OF BUSINESS & PROFESSIONAL STUDIES

**LECTURER GRADE I IN  
LAW TAXATION**

Required for 1 September 1982. Lecturer Grade I to teach in the Law Department. Some professional qualifications in Law, Commercial Law, Company Law and taxation would be an advantage. General, National, Chartered Accountancy courses.

Salary scale £5,335 to £9,847 p.a.

Full details and application forms from the Principal to whom completed forms should be returned within 14 days of the closing date (05285)

### NORTH YORKSHIRE COUNTY COUNCIL COLLEGE OF ARTS & TECHNOLOGY

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Applications are invited for two posts in the Department of Community Studies, to commence in September 1982. One of which is temporary for 1 year.

Salaries in accordance with current scales may be obtained upon receipt of a completed application form from the Principal, York College of Arts and Technology, 70a Park Row, York YO1 1PE. (0904)

### NORTH YORKSHIRE COUNTY COUNCIL CRAYN COLLEGE

**FIVE LECTURERS GRADE I**  
Applications are invited for five posts in the Department of Community Studies, to commence in September 1982. One of which is temporary for 1 year.

Salaries in accordance with current scales may be obtained upon receipt of a completed application form from the Principal, Crayn College, Crayke, North Yorkshire YO21 1PE. (0904)

### POWYS COUNTY COUNCIL EDUCATION COMMITTEE COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts: Secretary, Administrative Officer, Principal

COMMUNITY HOMES CONTINUED

LINCOLNSHIRE  
BAXON HOUSE  
COMMUNITY HOME  
NOR 30  
ASSISTANT TEACHER

Temporary teacher required to replace teacher on secondment. Duties: Candidates should be experienced in the education of emotionally disturbed children and should be able to offer skills from amongst the following: technical, creative, humanistic, physical education, careers and work experience programmes.

Assessment Centres

SALFORD  
CITY OF SALFORD  
EDUCATION DEPARTMENT  
MARK HOUSE  
ASSESSMENT CENTRE

A qualified and experienced teacher to assist in the assessment of children with emotional and learning problems for a small group of boys, to join a team of four other teachers.

TEACHERS (2 posts)  
Burnham Scale 1

plus £246 per annum Community School Allowance and £1,764 per annum Extraneous Duty Allowance. Applications are invited from qualified and experienced teachers for these posts at Dyson Hall Observation and Assessment Centre, Higher Lane, Fazakerley, Liverpool 10, a purpose-built Observation and Assessment Centre. The persons appointed will be members of a multi-disciplinary team principally involved in the assessment process of boys suffering from educational and social handicaps.

Liverpool

Social Services  
Teacher

Stamford House Regional Assessment Centre 206 Goldhawk Road, London W12. Stamford House Secure Unit is a Regional Secure Unit serving the 32 London Boroughs by admitting boys aged 10-16 for diagnostic purposes.

HammerSmith & Fulham

Application forms available from Staff Section, London Borough of HammerSmith & Fulham, Vencourt House, 265 King Street, London W6, Tel: 01-748 7820 (24-hour answering service), quoting ref: SRH.86.

LANCASHIRE

CITY OF BURNHAM  
COMMUNITY HOME  
NOR 30  
ASSISTANT TEACHER

Temporary teacher required to replace teacher on secondment. Duties: Candidates should be experienced in the education of emotionally disturbed children and should be able to offer skills from amongst the following: technical, creative, humanistic, physical education, careers and work experience programmes.

Youth and Community Service

HACKNEY  
HOMERTON DETACHED  
YOUTH WORKER

A church based project, requires a detached co-worker who is a woman capable of working with ethnic minority girls. Salary Scale JNC 11.

WARWICKSHIRE

YOUTH WORKER EXPERIENCED

We have a professional vacancy for a Youth Worker in the local area. The successful candidate will have a professional qualification and local contacts. We need a Youth Worker to work in the neighbourhood of Stratford-upon-Avon.

YOUTH AND COMMUNITY WORKER

Appointed to the staff of the Sutton Coldfield Institute for the Deaf, to assist in the organisation, supervision and development of activities at the Institute.

BIRMINGHAM

CITY OF BIRMINGHAM  
EDUCATION DEPARTMENT  
ADULT EDUCATION  
YOUTH AND COMMUNITY SERVICE

Applications are invited for three newly created posts from qualified teachers. The posts are for Youth and Community workers in the City of Birmingham. The posts are for Youth and Community workers in the City of Birmingham.

WARDEN

THE BRIDGES CENTRE  
YOUTH WORKER

Appointed to the staff of the Bridges Centre, to assist in the organisation, supervision and development of activities at the Centre.

YOUTH AND COMMUNITY WORKER

Appointed to the staff of the Sutton Coldfield Institute for the Deaf, to assist in the organisation, supervision and development of activities at the Institute.

BRADFORD

CITY OF BRADFORD  
EDUCATION DEPARTMENT  
ADULT EDUCATION  
YOUTH AND COMMUNITY SERVICE

Applications are invited for three newly created posts from qualified teachers. The posts are for Youth and Community workers in the City of Bradford. The posts are for Youth and Community workers in the City of Bradford.

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL  
EDUCATION DEPARTMENT  
BRICKHOUSE YOUTH CENTRE

Appointed to the staff of the Brickhouse Youth Centre, to assist in the organisation, supervision and development of activities at the Centre.

WARWICKSHIRE

'RETURN TO LEARN' PROGRAMME

The 'Return to Learn' Programme is a part-time education programme for young people aged 16-19 who are unable to attend school. The programme is designed to help young people gain qualifications and skills.

YOUTH AND COMMUNITY WORKER

Appointed to the staff of the Sutton Coldfield Institute for the Deaf, to assist in the organisation, supervision and development of activities at the Institute.

LONDON

INNER LONDON AUTHORITY  
EDUCATION DEPARTMENT  
ADULT EDUCATION  
YOUTH AND COMMUNITY SERVICE

Applications are invited for three newly created posts from qualified teachers. The posts are for Youth and Community workers in the Inner London. The posts are for Youth and Community workers in the Inner London.

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL  
EDUCATION DEPARTMENT  
BRICKHOUSE YOUTH CENTRE

Appointed to the staff of the Brickhouse Youth Centre, to assist in the organisation, supervision and development of activities at the Centre.

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LONDON

INNER LONDON AUTHORITY  
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ADULT EDUCATION  
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YOUTH AND COMMUNITY WORKER

Appointed to the staff of the Sutton Coldfield Institute for the Deaf, to assist in the organisation, supervision and development of activities at the Institute.

OXFORDSHIRE

COUNTY COUNCIL  
EDUCATION DEPARTMENT  
ADULT EDUCATION  
YOUTH AND COMMUNITY SERVICE

Applications are invited for three newly created posts from qualified teachers. The posts are for Youth and Community workers in the Oxfordshire. The posts are for Youth and Community workers in the Oxfordshire.

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL  
EDUCATION DEPARTMENT  
BRICKHOUSE YOUTH CENTRE

Appointed to the staff of the Brickhouse Youth Centre, to assist in the organisation, supervision and development of activities at the Centre.

WARWICKSHIRE

'RETURN TO LEARN' PROGRAMME

The 'Return to Learn' Programme is a part-time education programme for young people aged 16-19 who are unable to attend school. The programme is designed to help young people gain qualifications and skills.

YOUTH AND COMMUNITY WORKER

Appointed to the staff of the Sutton Coldfield Institute for the Deaf, to assist in the organisation, supervision and development of activities at the Institute.

THE TIMES EDUCATIONAL SUPPLEMENT 9.7.82

OVERSEAS  
TEACHERS

Applications are invited for three newly created posts from qualified teachers. The posts are for Overseas Teachers. The posts are for Overseas Teachers.

SAUDI ARABIA

ENGLISH TEACHERS

Applications are invited for three newly created posts from qualified teachers. The posts are for English Teachers in Saudi Arabia. The posts are for English Teachers in Saudi Arabia.

YOUTH AND COMMUNITY WORKER

Appointed to the staff of the Sutton Coldfield Institute for the Deaf, to assist in the organisation, supervision and development of activities at the Institute.

NAPLES

INTERNATIONAL SCHOOL  
TEACHERS

Applications are invited for three newly created posts from qualified teachers. The posts are for Teachers in Naples. The posts are for Teachers in Naples.

YOUTH AND COMMUNITY WORKER

THE BRIDGES CENTRE

Appointed to the staff of the Bridges Centre, to assist in the organisation, supervision and development of activities at the Centre.

WARWICKSHIRE

'RETURN TO LEARN' PROGRAMME

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YOUTH AND COMMUNITY WORKER

Appointed to the staff of the Sutton Coldfield Institute for the Deaf, to assist in the organisation, supervision and development of activities at the Institute.

ITALY

CENTRO LINGUISTICO  
TEACHERS

Applications are invited for three newly created posts from qualified teachers. The posts are for Teachers in Italy. The posts are for Teachers in Italy.

YOUTH AND COMMUNITY WORKER

THE BRIDGES CENTRE

Appointed to the staff of the Bridges Centre, to assist in the organisation, supervision and development of activities at the Centre.

WARWICKSHIRE

'RETURN TO LEARN' PROGRAMME

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YOUTH AND COMMUNITY WORKER

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THE BRITISH COUNCIL  
Educational Post Overseas  
MOZAMBIQUE  
English Language Adviser,  
National Institute for  
Development in Education  
Reference: 82 A 91  
Duties: to coordinate and participate in materials design and writing; to participate in evaluation and revision of materials; to continue to develop workable systems and procedures for all aspects of a materials project; to provide on-the-job training for project colleagues; to advise the Project Coordinator on design, execution and evaluation of project; to assist the Project Implementation Officer on design (or in-service training, piloting of materials, evaluation and revision; to advise on tests of language attainment; to assist Project Coordinator to take over professional responsibility for project.

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's programme of aid to developing countries under which ELT specialists serve in key posts in 40 countries.

SRI LANKA

Adviser in ESP, Ministry of Higher Education, Colombo. Reference: 82 K 53. Duties: to advise on and contribute to curriculum development, syllabus construction and materials production for the English components of 'technician' and other courses; and also to a staff development programme for Lecturers and Instructors; to advise on the expansion of the Ministry's ESP programme and its integration with developments in Technical Education proposed by the Government of Sri Lanka.

KUWAIT

English Teacher. Duties: to advise on and contribute to curriculum development, syllabus construction and materials production for the English components of 'technician' and other courses; and also to a staff development programme for Lecturers and Instructors; to advise on the expansion of the Ministry's ESP programme and its integration with developments in Technical Education proposed by the Government of Sri Lanka.

MADAGASCAR

English Teacher. Duties: to advise on and contribute to curriculum development, syllabus construction and materials production for the English components of 'technician' and other courses; and also to a staff development programme for Lecturers and Instructors; to advise on the expansion of the Ministry's ESP programme and its integration with developments in Technical Education proposed by the Government of Sri Lanka.

London Borough of ENFIELD  
EDUCATION DEPARTMENT  
Youth Officer  
£9,438 - £10,542 (Incl.)  
(Soulbury Range)  
Applicants should hold the Certificate in Youth and Community Work or be graduates of the social sciences and have at least 3 years experience as a Youth Worker. Enfield offers a comprehensive and progressive youth service through its team of four Youth Officers, full and part-time staff, and its large force of voluntary workers. The post carries an essential user car allowance and there is a generous scheme of assistance for those who have to move home. Application forms and further particulars are available from the Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield EN1 3XG. Closing date: 24th July 1982. Please quote reference 00D/243.

THE UNIVERSITY OF BRITISH COLUMBIA  
HEAD  
Department of Electrical Engineering  
Applications and nominations are invited for the position of Professor and Head of the Department of Electrical Engineering. There has been a recent substantial increase in the department's budget and there will be a further major expansion of the department. The new head will be expected to provide strong leadership in this development. At present the department has a modern building with 24 faculty positions and 17 staff, 300 undergraduates and 51 graduate students. A wide range of research activities is actively pursued. Candidates should have an established record of research achievement. Relevant administrative and academic or industrial experience are also desirable. The appointment will be as Full Professor with tenure; while appointment as Head will be for a five year renewable term. Starting date is as soon as possible. The University of British Columbia offers equal opportunity for employment to qualified male and female applicants. In accordance with Canadian immigration requirements, the advertisement is directed to Canadian citizens and permanent residents. If a suitable Canadian applicant is not found the search may be extended later to others. Applications should be received by October 1, 1982, and include a curriculum vitae and the names of at least three references. Please address all correspondence to: Prof. H. Wedepohl, Chairman Search Committee for Department of Electrical Engineering, Office of the Dean, Faculty of Applied Science, 2224 Main Mall, The University of British Columbia, Vancouver, B.C. V8T 1W6.

Education Department  
3 Outreach Workers  
- Young Unemployed Project  
£9,501-£7,137 + Lonon Weighting (E531) plus travelling allowance.  
The project will involve work with the socially disadvantaged, the educationally least well qualified, and the economically marginal young people and will aim to establish and maintain helpful contact. Applications are invited from persons in Careers, Youth or Social Work, Industry or Education, with proven ability in working with young people. Experience is more important than particular qualifications. Hours will, if necessary, be flexible and some evening work will be involved. The project is supported by Urban Aid and will be based in the Community Education Branch. Because of the nature and place of work and the fact that the Outreach Worker will spend much time alone the work calls for diplomacy, and quick-wittedness. Application forms and further details from Controller of Personnel Services, Town Hall, Forest Road, London E17 4JF. (Tel: 01-831 8899 - 24 hour Answering Service) Please quote reference No: G4864. Closing date 23rd July 1982.

TEACHERS OF EFL FOR MIDDLE EASTERN LOCATIONS  
Specialist Language Services (International) Ltd.  
SLS (Directory) Ltd. has the following requirements for male teachers - (Graduates and non-Graduates) interested in working for our client in Saudi Arabia. 1. An immediate need for graduates having a Cert. Ed. or TEFL qualification and relevant EFL experience. 2. A potential need within the next three months for non-Graduates holding a Cert. Ed. or RSA or other recognised formal educational qualification. All applicants will automatically be considered for inclusion in the SLS Directory of Teachers of English, with a view to possible future employment. Preliminary interviews will be conducted by SLS in York. Further details and application forms are available from: The Manager, SLS (Directory) Ltd, 13 Ogleforth, York, YO1 2JQ. Tel: 0904-36771.

TEACHER  
British Primary School  
South East Asia  
An opening exists at a modern British Primary School in South East Asia for a qualified and experienced single woman to teach lower/junior age range children of British expatriates. As well as general teaching duties there will be special responsibility for teaching music. Excellent salary and conditions are offered. Please send a fully marked 'Teaching Post' to: Chris Denton, Solus Ocean Systems Inc, 2000 Hill House, 28 Staines Road, Hounslow, Middlesex TW3 3JL.

ARAMCO  
English as a foreign language  
c. £15,000 p.a. after tax Saudi Arabia  
Our client, The Arabian American Oil Company (ARAMCO), is the largest oil and gas producing company in the world. As a result of continuing expansion an additional requirement for Male E.F.L. Teachers has developed. Successful candidates will teach Saudi Arab employees in Industrial Training Centres. Our client seeks degree qualified candidates with four years' teaching experience, two of which must have been in teaching English as a foreign language. Applicants must have received formal training in the methodology of teaching foreign languages. The benefits are excellent and include an indefinite term employment agreement for job security, subsidised food and accommodation, annual leave with return air fare, and sports and recreational facilities. There is now a possibility of married status at some stage for married candidates on Bachelor status and it is also company policy to provide one annual return air ticket to allow wives to visit the kingdom for a vacation. London interviews are planned for early August with a representative of the Training Department. Telephone now for an application form or write to: PMC INTERNATIONAL RECRUITMENT Tel: 0423 - 68881 Dept: TES/2/7, 8-7 East Parade, Harrogate, North Yorkshire HG1 5LF or P.O. Box 38, 10-12 Hounslow Gardens, Hounslow, Middlesex TW3 2LA

HammerSmith & Fulham  
Social Services  
Teacher  
Stamford House Regional Assessment Centre 206 Goldhawk Road, London W12. Stamford House Secure Unit is a Regional Secure Unit serving the 32 London Boroughs by admitting boys aged 10-16 for diagnostic purposes. There is an education department within the Secure Unit with a total complement of 7 staff. Currently required for 1st September, 1982 is a Teacher able to provide light craft/art and some general subject teaching based in a dual-purpose workshop. Teaching is conducted in small groups and teachers fully contribute to the diagnostic work. The post is graded Burnham Scale 1 plus London Weighting and additional payments of £948 p.a. Community Schools Allowance and £1,764 p.a. extraneous duties allowance which are required to a maximum of 15 hours per week. Secure Unit Allowance of £288 p.a. is also payable. Informal enquiries may be made to Mr B. Hillon, Stamford House, on 01-749 9481. Application forms available from Staff Section, London Borough of HammerSmith & Fulham, Vencourt House, 265 King Street, London W6, Tel: 01-748 7820 (24-hour answering service), quoting ref: SRH.86. Applications welcomed from registered disabled people.

Waltham Forest  
Education Department  
3 Outreach Workers  
- Young Unemployed Project  
£9,501-£7,137 + Lonon Weighting (E531) plus travelling allowance.  
The project will involve work with the socially disadvantaged, the educationally least well qualified, and the economically marginal young people and will aim to establish and maintain helpful contact. Applications are invited from persons in Careers, Youth or Social Work, Industry or Education, with proven ability in working with young people. Experience is more important than particular qualifications. Hours will, if necessary, be flexible and some evening work will be involved. The project is supported by Urban Aid and will be based in the Community Education Branch. Because of the nature and place of work and the fact that the Outreach Worker will spend much time alone the work calls for diplomacy, and quick-wittedness. Application forms and further details from Controller of Personnel Services, Town Hall, Forest Road, London E17 4JF. (Tel: 01-831 8899 - 24 hour Answering Service) Please quote reference No: G4864. Closing date 23rd July 1982.



MISCELLANEOUS continued

LONDON

DARTMOUTH HOUSE CENTRE Blackheath, London SE10 for teenage single Mothers and their Children... The Centre will provide, in collaboration with LEA and the SAC Social Programme Division, a unique approach to the care and vocational preparation of young mothers aged 16-18.

OLDHAM METROPOLITAN BOROUGH OF OLDFHAM COMMUNITY MUSIC CENTRE

Required for September 1982. SCALINNET teacher to work in the Authority's primary and secondary schools... Apply to Mrs. J. W. H. at 425035. 137438. 800000

Outdoor Education

BUCKINGHAMSHIRE

Experienced Social and Life Skills teacher to work in a small school in Bucks. Apply to Mrs. J. W. H. at 425035. 137438. 800000

CAMBRIDGE

THE KELBY HERBIDGE Queen Anne's Terrace, Cambridge. RECREATION ASSISTANT... Apply to Mrs. J. W. H. at 425035. 137438. 800000

MINERVA Outdoor Ventures, experts in Outdoor Education

to bring a school party to our facilities in the Brecon Beacons... We are very experienced and have a range of outdoor activities... Apply to Mrs. J. W. H. at 425035. 137438. 800000

Appointments Wanted

MANAGER/PRINCIPAL/HEADMASTER

Senior member large LEA college. Management experience... Apply to Mrs. J. W. H. at 425035. 137438. 800000

T.E.P.L. COURSES

Linguarum Limited with holding eight courses... Apply to Mrs. J. W. H. at 425035. 137438. 800000

REDBRIDGE LONDON BOROUGH OF REDBRIDGE

Part-time Violin Teacher Required from September 1982... Apply to Mrs. J. W. H. at 425035. 137438. 800000

THREE DAYS TEACHING

mostly of junior school teaching... Apply to Mrs. J. W. H. at 425035. 137438. 800000

DEVON

SKERN LODGE OUTDOOR Late Booking Bargains... Apply to Mrs. J. W. H. at 425035. 137438. 800000

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DEVON

SKERN LODGE OUTDOOR Late Booking Bargains... Apply to Mrs. J. W. H. at 425035. 137438. 800000

NORWICH

KEWICK HALL CHARITY... Apply to Mrs. J. W. H. at 425035. 137438. 800000

REDBRIDGE

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REDBRIDGE

Part-time Violin Teacher Required from September 1982... Apply to Mrs. J. W. H. at 425035. 137438. 800000

OXFORD

TURNERS COURT... Apply to Mrs. J. W. H. at 425035. 137438. 800000

WAKEFIELD

CITY OF WAKEFIELD... Apply to Mrs. J. W. H. at 425035. 137438. 800000

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PERSONAL continued

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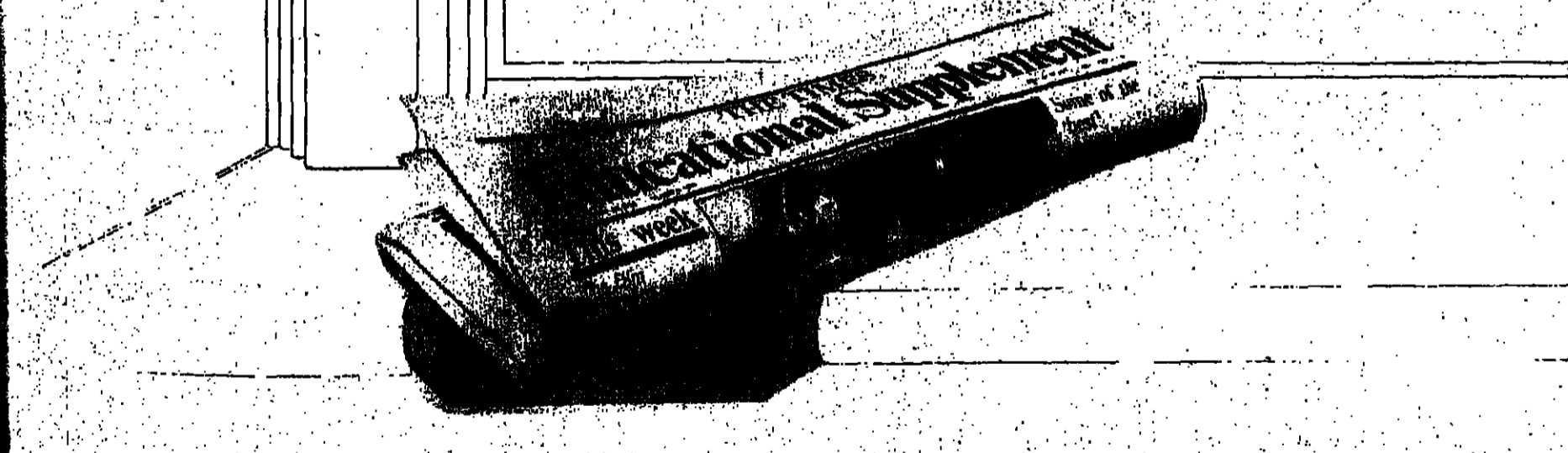
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